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ABSTRACT

This selected bibliography contains sources relevant to the general interests and specific needs of persons concerned with language and its disorders, especially specific language disability or ineptitude in learning the basic skills of language, such as dyslexia. The list was prepared first for students in language re-education at Hood College and elsewhere and for members of the Orton Society. The editor has examined carefully almost all the works listed and has read and used many of them for various purposes. A few have been included only on recommendations of colleagues and have not been annotated. The categorical divisions are as follows: medicine, neurology, psychology, general; language and semantics; education--general; various developmental and remedial approaches to language learning; specific language disability; psychological, achievement and diagnostic tests; manuals, workbooks, instructional materials, and texts for students; journals; bibliographies; and foreign references published abroad, especially in languages other than English. Also included are a source list, a title index, an author index, and a publication year sequence index. (NKM)

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*A Bibliography on the Nature, Recognition and
Treatment of Language Difficulties*

Prepared by

Margaret B. Rawson

for

THE ORTON SOCIETY, INC.

Revised Edition 1974

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INTRODUCTION

The 1961-1962 list, of which this is a descendant, was inaccurately titled a "bibliography." It was, in fact, as is this work, a selected reading and reference list, at once broader in its coverage and less complete by some hundreds of titles, than a true bibliography of the immediate subject.

The criterion for the inclusion of each title in this listing has been the relevance of the work to the general interests and specific needs of persons concerned with language and its disorders, especially *Specific Language Disability*, or ineptitude in learning the basic skills of language (also designated developmental dyslexia, strephosymbolia, and by many other names). The list was prepared first for students in language re-education at Hood College and elsewhere, and for members of The Orton Society. The editor has examined carefully almost all the works listed and has read and used many of them extensively or for specific, limited purposes. A few have been included only on recommendations of colleagues and have not been annotated.

The categorical divisions and some blank pages have been retained because users have reported them to be helpful, even though there is some inaccuracy in the placement of cited titles. Many selections belong in more than one section, but they are usually cited only once. Section X represents the brief beginning of a list of significant publications issued abroad, often in languages other than English. We plan to enlarge this section; suggestions from readers will be appreciated. An index of authors, an alphabetical listing of titles and one by publication date have been prepared for the convenience of students and researchers. A list of publishers' addresses is also appended, complete as far as their availability at the time of publication made possible.

Selection becomes increasingly difficult as the literature grows. The editor's personal bias, the expressed needs of the primary users and the limitations of material available in some areas may be obvious. Faced with the need to be realistic, we have tried to include the most important of the relevant books from the past as well as a selection from current literature which will meet the needs of the beginner, the serious student, and the experienced scientist, clinician and teacher. More extensive bibliographies are not hard to find in the listed works themselves. The annotations — notes to students and colleagues — are solely the editor's responsibility; none of them represents anyone's official view.

Perhaps the most prolific and significant single source of papers in this field is the *BULLETIN of The Orton Society*. The 1971 *Index* to its first twenty-one volumes and the Tables of Contents of the 1972 and 1973 issues form a complement to the present work. Their several hundred titles, already familiar to many users of this *Bibliography* and compactly available, are not repeated here. **The serious student will need both reference lists.**

Many people have been helpful in preparation of the earlier versions of the list and of this revision. They include The Hood College Library, which has been generous in both its purchases and its loan policy; reviewers for the *BULLETIN of The Orton Society*, especially Regina Cicci; the friends and secretaries who have helped with the compilations, with Gordon Wallace and Charles Stevenson making special contributions to work on the 1974 revision; Ian M.T. Kirk, who has compiled the Author and Title Indexes; Mount St. Mary's College, Emmitsburg, Maryland, whose staff, Eugene LaCrosse and his associates, executed these Indexes through the generous employment of their computer facilities; the Educators Publishing Service, which supplied the publishers' address list and many helpful services; and, especially, The Orton Society, which has sponsored this venture, but which is, of course, absolved from any responsibility for the editor's faults and opinions.

The flood of literature, and especially of journal papers, will require increasing cooperation of users if future revisions of the *Bibliography* are to serve their needs. The editor will appreciate suggestions of titles to be included, as well as comments, and, where convenient, reprints or photocopies of papers. The effectiveness of the work is enormously enhanced by the collaboration of its users.

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Publisher's Note: Margaret B. Rawson is Editor of the *BULLETIN of The Orton Society*, Past President of the Society, formerly Assistant Professor of Sociology and Lecturer in Language Re-education, Hood College, and Lecturer in Language Re-education, University of Connecticut. She is currently (1973-74) Adjunct Assistant Professor, Graduate Division, Loyola College, Baltimore, and is in private practice as a language consultant to schools and individuals.

*A BIBLIOGRAPHY ON THE NATURE, RECOGNITION AND TREATMENT
OF LANGUAGE DIFFICULTIES*

I. MEDICINE, NEUROLOGY, PSYCHOLOGY, GENERAL

- Axline, Virginia M.: *Dibs: In Search of Self*. Houghton Mifflin, 1965, and Ballantine Books, 1969. Warm, deep, moving account of successful treatment by an able, perceptive therapist of a boy whose initial non-reading really is of emotional origin.
- Bakwin, H., ed.: *Developmental Disorders of Motility and Language*. W.B. Saunders, 1968. This is vol. 15, no. 3, *Pediatric Clinics of North America*, a hardbound quarterly (a "book" or a "journal"?), prepared for practicing physicians, but in this case of more general interest. All the symptom patterns commonly seen in dyslexia are discussed as instances of maturational lag or neuro-physiological variation, very frequently without anatomic lesion. Well-written, scholarly, yet largely jargon-free.
- Barbizet, Jacques: *Human Memory and Its Pathology*. Jardine, D.K., trans., W.H. Freeman, 1970. This is a slender volume, succinctly and clearly describing assorted memory disorders and how memory is evaluated clinically. Disorders are grouped etiologically and illustrated by case histories. The author draws uncompromisingly on a medical vocabulary, and many readers will be rewarded by constant referral to the drawings of the brain and the resulting eventual understanding of its structures' locations. Recommended to professionals who may have to help people with memory disorders. The subject matter being what it is, this is not an easy book, but effort will be well repaid.
- Barzun, Jacques and Graff, Henry F.: *The Modern Researcher*. Harcourt Brace Jovanovich, 1957. From the philosophy of historical and other research to ways of communicating with your printer, this book is just what the writer of reports needs. It also leads one on with a practical and suggestive bibliography.
- Bates, Marston: *The Forest and the Sea: A Look at the Economy of Nature and the Ecology of Man*. Random House, paperback, 1960. The relation of the development of man to the history and future of the planet Earth. Puts the development of language in its late but crucial place (Chapter 14 — last half). Excellent perspective and antidote to our tendency to "play the... game of 'let's pretend nature doesn't exist.'"
- Brain, W. Russell: *Speech Disorders: Aphasia, Apraxia and Agnosia*. Appleton-Century-Crofts, 1965. Medical classic of first importance.
- Bronowski, J.: *Insight*. Harper & Row, 1964. "The driving force in man is the search for freedom from the limitations which nature has imposed." The scientific and philosophic background and implications of this statement are clearly and stimulatingly presented in a series originally used as BBC broadcasts. Recommended for anyone who would be a philosopher, rather than only a technician, in the liberation of human beings for full human functioning. Such insights as found here do, indeed, "...have a power...to fire and delight the mind..."
- Bronowski, J. and Brown, Ursula: "Language, Name and Concept." *Science*, 168:3932, May 8, 1970, pp. 669-673. The significant but limited success of Washoe, a chimpanzee, in communicating symbolically with her human teachers through gesture language, since verbal articulation was physically impossible for her, demonstrates that she has more language ability than one would expect, but is still far less able in this respect than is a human child. See Hahn and Premack, this section.
- Burr, Harold Saxton: *The Neural Basis of Behavior*. Charles C. Thomas, 1960. An account of the nervous system, its structure and function, from which we can view language mechanisms and processes in the perspective of the total human being. Clearly-written for any intelligent reader; not "popularized" but translated, with a minimum of technical detail, yet enough specificity to make the complex reality understandable and to relate it to the author's broad philosophical wisdom.
- Calder, Nigel: *The Mind of Man*. Viking Press, 1971. Popular science writing at its best, this book was produced parallel to the BBC program, shown here on NET and at Orton Society conferences. The writing is

clear, accurate, lively, and a good bridge between the "no compromise" science-for-scientists viewpoint and the reading interests of the inquisitive lay person. Its focus is on the human brain and its behavior and meaning, but a number of other themes are felicitously amalgamated. The author's lucid look at the importance of language and its physical and cultural bases makes this book an indispensable one.

Chalfant, James C. and Scheffelin, Margaret A.: *Central Processing Dysfunctions in Children: A Review of Research*. National Institute of Neurological Diseases and Stroke, National Institutes of Health Monograph 9, 1969. An extensive, well-documented review of analysis and synthesis of sensory information, dysfunctions in symbolic operations, research needs. A report of Task Force III on learning disabilities and minimal brain dysfunction. Very valuable.

Corballis, Michael C. and Beale, Ivan L.: "On Telling Left from Right." *Scientific American*, 224:3, March, 1971, pp. 96-104. New evidence concerning the utility of bilateral and selectively lateralized awareness and responses in diverse situations suggests that it is in the recent stages of evolution that orientation and directionality have achieved added importance. The bilateral registration and availability of engrams, and Orton's hypotheses, are mentioned and to some extent substantiated.

Crowell, David H., et al.: "Unilateral Cortical Activity in Newborn Humans: An Early Index of Cerebral Dominance." *Science*, 180:4082, April 13, 1973, pp. 205-207. A technical report of EEG findings showing right hemisphere dominance for a response to rhythmic visual stimuli, lack of interhemispheric integration, and raising questions about genetic nature of hemispheric specialization.

Darley, Frederic L. and Millikan, Clark H., eds.: *Brain Mechanisms Underlying Speech and Language*. Grune & Stratton, 1967. Papers and discussions from a comprehensive, illuminating conference, in which 54 authorities in several relevant fields participated.

Denkla, Martha B.: "Clinical Syndromes in Learning Disabilities: The Case for Splitting vs. Lumping." *Journal of Learning Disabilities*, 5:7, 1972, pp. 401-406. An eminent neurologist urges careful delineation of symptom complexes in the various forms of dyslexia, in the interest of both more exact description and better prescription for treatment. Some apparent misunderstandings of some of Orton's views.

DiLeo, Joseph H.: *Young Children and Their Drawings*. Brunner/Mazel, 1970. A beautiful and important book by a man of deep and diverse professional competences, compassionate understanding of children, and artistic knowledge and enthusiasm. Children's drawings and text combine to explore the relationship of the object or experience and the concept of it in a child's mind, and to deepen our understanding of graphic art as personal vision.

Dollard, John and Miller, Neal E.: *Personality and Psychotherapy: An Analysis in Terms of Learning, Thinking, and Culture*. McGraw-Hill, paperback, 1950. The dedication is "To Freud and Pavlov and their students." "The use of the higher mental processes in the solution of emotional problems" is examined. Therapeutic learning is related to "learning theory." Basis of much recent research.

Eisenberg, Leon: "The Human Nature of Human Nature." *Science*, 176:4031, April 14, 1972, pp. 123-128. A crucially important philosophical orientation and directive for anyone concerned with the nature and future of the human race and the education of young human beings into responsible, forceful, tough-minded carriers of wisdom. The author says, "The infant who discovers that he can control the movements of his own fingers transforms himself from observer into actor. The child who masters reading unlocks the treasury of the world's heritage. The adolescent who insists upon a critical examination of conventional wisdom is making himself into an adult. And the adult whose concerns extend beyond the family and beyond nation to mankind has become fully human." This paper puts our professional function in perspective and shows our personal obligations on the larger scene. It stands, in the editor's opinion, at the head of the list for reading, pondering, re-reading and challenging to action!

- Eisenson, Jon; Auer, J. Jeffrey and Irwin, John V.: *The Psychology of Communication*. Appleton-Century-Crofts, 1963. Extensive revision of Eisenson's 1938 *Psychology of Speech*. Comprehensive, well-written and informative. Concerned primarily with basic auditory language, its physiological and psychological bases, its development in the individual, and its production and uses. College, graduate, or informed-adult level.
- Erikson, Erik H.: *Childhood and Society*. W.W. Norton, 1964. Those without background in academic psychology often find this rather difficult going, but it is interesting and important for the understanding of children.
- Erikson, Erik H.: *Identity: Youth and Crisis*. W.W. Norton, 1968. A Freudian-oriented analyst sheds clear light on the psycho-social development of the individual, with special emphasis on the adolescent. The school-age development of industry and a sense of competence is a prerequisite for successful adolescent and later development.
- Erikson, Erik H.: *Insight and Responsibility*. W.W. Norton, 1964. A group of lectures, all interesting, but "II. The Nature of Clinical Evidence" and "IV. Human Strength and the Cycle of Generations" seem particularly pertinent here.
- Erikson, Erik H.: "Reflections on Womanhood." *Daedalus*, Spring, 1964, pp. 502-606. See especially sections 3 and 4 on sex differences in the use of space (which may relate to differences in language skill patterns in school years).
- Flavell, John H.: *The Developmental Psychology of Jean Piaget*. Van Nostrand Reinhold, 1963. A student of this many-sided psychologist and educator gives an interesting introduction to the whole range of his work. Piaget in his foreword says of himself that he is "not an easy author," so that this introduction is doubly welcome to his students. A launching pad to Piaget's many books.
- Fuller, John L. and Thompson, W. Robert: *Behavior Genetics*. John Wiley & Sons, 1960. Text — an introduction to a scientific specialty, still to some extent in its early stages, but most pertinent to Specific Language Disability understanding. Considers Specific Language Disability per se only briefly, but gives much background information.
- Furth, Hans G.: *Piaget for Teachers*. Prentice-Hall, 1970. The writing arising from the profound and seminal work of Piaget is often difficult reading for those not accustomed to the vocabulary used. This book comes as a welcome introduction. It is written as a series of letters to teachers, and has a glossary useful in finding clear definitions of the various stages of development.
- Gallagher, J. Roswell: *Medical Care of the Adolescent*. Appleton-Century-Crofts, 1966. A textbook for physicians. Chapter 27 based on Gallagher, 1960 (see Section V), somewhat expanded. Much sound counsel on the emotional and social factors in the lives of adolescents.
- Gazzaniga, Michael S.: "One Brain — Two Minds." *American Scientist*, 60:3, May-June, 1972. The treatment of human epilepsy which causes the artificial separation of the two brain hemispheres by cutting the corpus callosum, results in two separate minds, functioning apparently independently in the same individual. Exploration of the differentiation of activity and states of consciousness of the two can tell us much about the language function, and perhaps point to the solution of many phenomena which have long puzzled brain scientists and psychologists.
- Gedda, Luigi: *Twins in History and Science*. Charles C. Thomas, 1961. This translation, by Marco Milani-Comparetti, makes available background information which will deepen understanding of twin studies and hereditary factors in the area of language development.
- Geiger, Henry: "Archetypes of Search." *Manas*, 23:15, April 15, 1970. A profound and stimulating discussion of teaching as *transcendence* or conditioning. "There is a sense in which...there is a subtle, almost indescribable, relationship between 'good' conditions and becoming free of them...It is the difference

between orderly habits and the orderliness which it makes possible for a man of imagination to release..." — and much more excellent food for thought.

Geschwind, Norman: "Language and the Brain." *Scientific American*, 226:76-83, April, 1972. Although the article is mainly a discussion of the aphasias and brain damage, its excellent drawings and diagrams are illuminating to the student of functions of the intact brain (who should simultaneously be reading the author's paper, "Anatomical Evolution and the Human Brain," *BULLETIN of The Orton Society*, XXII, 1972).

Gladwin, Thomas: *East Is A Big Bird: Navigation and Logic On Puluwat Atoll*. Harvard University Press, 1970. The author presents a delightful, engrossing, stimulating and novel approach to the understanding of diverse forms of human intelligence. His study of the navigators of a South Sea atoll describes their education in and use of applied learning. Their craft is complex, but does not call upon them to innovate, in contrast to problem-solving modes of thought common in our own academic culture. Gladwin's freshly oriented questions about innate and culturally fostered learning have many implications for teaching methods. A beautiful book of cultural, as well as psychological significance.

Goldstein, Harris K.: *Research Standards and Methods for Social Workers*. Whitehall, 1969. The author expects the Master of Social Work candidates for whom he writes to be intelligent, but not very mathematically sophisticated, which is about right for most of us. Data collection according to good design standards, statistical analysis of data, and the meaning and use of findings, are clearly considered. A good elementary statistics text. There are many others on the market, many of them designed for undergraduate courses in statistics, but few are easy to use without an instructor or an interpreter.

Goldstein, Kurt: *Language and Language Disturbances*. Grune & Stratton, 1948. A basic, technical text, concerned with aphasia. "Impairment of the abstract attitude" and "the catastrophic situation" are two of Goldstein's formulations.

Goldstein, Kurt: *The Organism*. Beacon Press, paperback. A reissue of a 1939 classic on the holistic approach to structure and functioning of the body.

Gorman, Warren: *Body Image and the Image of the Brain*. Warren H. Green, 1969. This is a fresh, multidisciplinary look at the concept, discussing such things as a "draw the human brain" test. It is scholarly without being dull, and stimulates new insights in each chapter. The product of a clear, felicitous writer.

Groch, Judith: *You and Your Brain*. Harper & Row, 1963. A very readable introduction. See Wooldridge, this section.

Gruenberger, F.J.: "A Measure for Crackpots." *Science*, 145:3639, September 25, 1964, pp. 1413-1415. Aspects of scientific endeavor listed, weighted, and used as a composite measure of the "scientific" value of a contribution, as contrasted with marks of "crackpotism." Worth a trip to the library.

Haber, Ralph Norman: "How We Remember What We See." *Scientific American*, 222:10, May, 1970, pp. 104-112. Pictorial and linguistic memory seem to be different facets of the human mind, each contributing in its own way to our understanding of our world at the very complex level of the human position on the evolutionary scale.

Hahn, Emily: "A Reporter at Large: Washoe." *New Yorker*, December 11, 1971, pp. 54-98. Washoe, a chimpanzee, became famous by using sign language to receive and transmit symbolic meaning. A new dimension of understanding of animal capacity is entertainingly and accurately described. The extremely rudimentary physical capacity to speak seems to be the primary limiting factor in the development of language in the chimpanzee. Compare the experiences with Premack's Sarah, this section, who uses counters as visible word signs for "reading" and "writing."

- Halpern, Lipman, ed.: *Problems of Dynamic Neurology. Studies on the Higher Function of the Human Nervous System*. Grune & Stratton, 1963. International, interdisciplinary authorship. Full recognition of the complexity of the human, as contrasted with the animal, nervous system. Wide range of neuropsychological subject matter, including cerebral dominance and brain injury. Highly technical. No index.
- Harper, Paul A.: *Preventive Pediatrics: Child Health and Development*. Appleton-Century-Crofts, 1962. See especially Chapter 6, "Communication," in which he calls pediatricians' attention to the Specific Language Disabilities as one of "the borderline areas between medicine and education." An encyclopedic book.
- Harvard Educational Review*. 1969. A compilation of papers on Intelligence and the IQ including the famous and controversial contribution of Arthur Jensen and commentaries based upon it from varying points of view.
- Head, Henry: *Aphasia and Kindred Disorders of Speech*. Hafner, 1926. "Symbolic formulation and expression" comes from this history-making classic.
- Hebb, Donald O.: *The Organization of Behavior: A Neuropsychological Theory*. John Wiley & Sons, 1949. Underlying mechanisms and processes of all animal behavior. Wide background for students of cognitive and linguistic processes. Starting point of much recent work on sensory deprivation, sensory feedback, reverberatory circuits in cortex.
- Hebb, Donald O.: *A Textbook of Psychology*. W.B. Saunders, 1972. Succinct, lucid, comprehensive, sufficiently rigorous introduction to psychology, including neurophysiological background necessary for the understanding of Penfield and Roberts, this section, etc. Also an excellent brief discussion of statistics. Little concern with Freud or his successors. See Leeper and Madison, this section.
- Hodgins, Eric: *Episode: Report on the Accident Inside My Skull*. Simon & Schuster, 1971. What it feels like to suffer aphasia and (largely) recover. Told with humor and courage by a writer who has long known how to write — even if his secretary has to untangle even more misspellings than formerly. An appendix, by his secretary, discusses "Why Eric Can't Spell." He seems to have had Specific Language Disability problems even before his stroke.
- Hope, Adrian: "The Brain: A Five-Part Series." *Life*, October 1, 22; November 12, 26; and December 10, 1971. Clear text, lavish and authentic photographs.
- Humphrey, George and Coxon, R.V.: *The Chemistry of Thinking*. Charles C. Thomas, 1963. The ultimate knowledge of what goes on in the brain when we think depends on a clear analysis of the biochemical basis of neurological or neurologically-initiated action. The authors make the state of recent knowledge as accessible as one can make it to a nonbiochemist.
- Hunt, J. McV.: "Traditional Personality Theory in the Light of Recent Evidence." *American Scientist*, vol. 53, no. 1, Spring, 1962, pp. 80-96. The cognitive factors in personality development are emerging from eclipse. New look at motivation, anxiety, etc. Refreshingly thought-reorganizing.
- Hunt, J. McV.: *The Challenge of Incompetence and Poverty: Papers on the Role of Early Education*. University of Illinois Press, 1969. Includes foregoing paper and other good ones.
- Irvine, Paul: "Pioneers in Special Education — Samuel Orton." *The Journal of Special Education*, 3:4, 317, Winter, 1969. Twelfth in a series of portraits and brief biographical sketches regularly featured in this journal. The summary statement: "With brilliant tenacity, he sought solutions to the perplexities and dilemmas posed by children who should but could not read. Seeking specific determinants and causes, he never lost sight of the total child. Hewing to a medical etiology, his remedial approaches were by and large educational. His voice, uncertainly and hesitantly heard in his day, rings clear and vibrant in ours."

- Isaacs, Susan: *Intellectual Growth in Young Children*. Schocken Books, 1966. Experience of a careful and sensitive observer.
- James, William: *Psychology: Briefer Course*. Macmillan, 1962. One of the classic sources of our present understanding. James, like the other giants on whose shoulders we stand, knew his speculations for what they were, and sometimes they were far ahead of the evidence available to him. Of these he presciently elected to present concepts which make his work of the 1890's seem quite modern. Perhaps we have still not quite caught up!
- John, E. Roy: "Switchboard versus Statistical Theories of Learning and Memory." *Science*, 177:850-864, 1972. Theories of functioning of the mind are thought of in terms of current scientific and engineering culture in any age. It appears that we are about ready to move from the telephone switchboard as a model to the computer, with its ability to scan memory banks with incredible speed and deliver generalizations which "may constitute neurophysiological basis of subjective experience." A landmark paper.
- Joint Commission on Mental Health of Children: *Crisis in Child Mental Health: Challenge for the 1970's*. Harper & Row, 1970. Based on eight other volumes and four years' work of many authorities. The concepts of child advocacy and delivery of services are nodal points.
- Kanner, Leo: *Child Psychiatry*. Charles C. Thomas, 1972. See especially Chapter XXXV, "Problems of Speech and Language," and pp. 550-6 on reading disability.
- Katz, Robert L.: *Empathy: Its Nature and Uses*. Free Press, 1963. Subject obviously germane to language therapy. Well-conceived and well-written.
- Kimura, Doreen: "The Asymmetry of the Human Brain." *Scientific American*, 228:3, March, 1973, pp. 70-78. The right hemisphere of the brain (in most people), long thought of as "the silent partner," the "subordinate" or "subdominant" half of the organ of the mind, seems now to be coming into its own as a full partner in charge of man's perception of his environment. Unable to "speak for itself" because speech is centered, ordinarily, in the left hemisphere, it has functions of its own in spatial awareness, in music, and in many other aspects of life which are different but of equal importance with speech in the human endeavor. This very important article, taken together with Geschwind's papers previously published and reviewed in the *Bibliography*, provide a balanced view. This is an excellent paper, with both text and illustrations of the usual high *Scientific American* caliber. *Strongly recommended*.
- Kubie, Lawrence S.: *Neurotic Distortion of the Creative Process*. Farrar, Straus & Giroux, 1961. A significant contribution, especially concerned with obstacles to productivity and satisfaction in the lives of creative scientists, artists, etc. About ourselves as well as about our pupils.
- Lashley, Karl S.: *Brain Mechanisms and Intelligence*. Hafner, 1964. An important classic and source book, much of it radically modified by the later work which it inspired. Another giant shoulder.
- Laszlo, Ervin: *The Systems View of the World: The Natural Philosophy of the New Developments in the Sciences*. George Braziller, 1972. This is a refreshingly mind-opening introduction to modern General Systems thinking, one of the most productive modes of current scientific intellectual activity. "...only if we know both where we are and where we want to go can we act purposively in science about getting there," says the author. General Systems philosophy is a fully scientific antidote to "Skinnerian" mechanistic views of man and society.
- Lazure, Dennis and Roberts, C.E.: *One Million Children: A National Study of Canadian Children with Emotional and Learning Disorders* (CELDIC Report). Available from Commission on Emotional and Learning Disorders in Children. In English or French. A general discussion of the actualities and desirabilities of education as a whole. Recommends services needed to enable integrated education of variously handicapped children without isolating them from their peers. Although "reading dis-

ability" and "dyslexia" are not mentioned as related to emotional disturbance, there is much of value to mental health workers dealing with children. (1970)

- Lecky, Prescott: *Self-Consistency*. Island Press, 1946. Why are attitudes so persistent when one's personality is involved? Out of print, but worth getting from the library.
- Leeper, Robert W. and Madison, Peter: *Toward Understanding Human Personalities*. Appleton-Century-Crofts, 1959. An interesting, balanced introduction at the "bright college student" level. Learning theory, Gestalt psychology and psychoanalysis are brought into friendly juxtaposition. See Hebb: *A Textbook of Psychology*, this section.
- Lewis, Richard S.; Straus, A.A. and Lehtinin, L.: *The Other Child: the Brain-Injured Child*. Grune & Stratton, 1960. Brief, well-written. For parents. Practical suggestions for child care.
- Lorenz, Konrad Z.: *King Solomon's Ring*. Thomas Crowell, 1952. A charming and masterly interpretation to man of the minds and behavior of animals. The section on animal "languages" is particularly significant, but only part of an utterly delightful whole.
- Mark, Henry J.: "Elementary Thinking and the Classification of Behavior: A Hierarchy of Information-Processing Abilities Parallels Development of the Brain's Reasoning Power." *Science*, 135:3498, January 12, 1962, pp. 75-87. A close-packed, technical paper on problem-solving in behavioral science terms. Includes language functions, of course.
- Masland, R.; Sarason, S. and Gladwin, T.: *Mental Subnormality: Biological, Psychological and Cultural Factors*. Basic Books, 1958. Comprehensive, definitive. Not much, alas, about the Specific Language Disability, which is associated with lower, as well as higher levels of intelligence.
- Mountcastle, Vernon B., ed.: *Interhemispheric Relations and Cerebral Dominance*. Johns Hopkins University Press, 1962. Conference, international participation. "Why do we have two brains?" asks J.Z. Young. Dominance is a human characteristic. The function of the separate hemispheres is fruitfully explored, with many questions raised.
- Mulgrave, Dorothy: *Speech: A Handbook of Voice Training, Diction and Public Speaking*. Barnes & Noble, paperback, 1954. A useful desk book, especially Part II, "Speech Sciences."
- Myklebust, Helmer R.: *Auditory Disorders in Children*. Grune & Stratton, 1964. Should be in the library of everyone in the speech and hearing field, including those concerned with aphasia or aphasia-like problems.
- Myklebust, Helmer R.: *The Psychology of Deafness: Sensory Deprivation, Learning and Adjustment*. Grune & Stratton, 1964. Comprehensive, definitive. Many hearing SLD persons share some of the problems of the deaf.
- National Institute of Neurological Diseases and Stroke: *Human Communication and Its Disorders: An Overview*. National Institutes of Health, c. 1969. The broad range of the language function in adults and children.
- Omenn, Gilbert S.: "Genetic Issues in the Syndrome of Minimal Brain Dysfunction." *Seminars in Psychiatry*, January, 1973. A scholarly, scientific contribution to the accounts of what is known on this subject, with special reference to the use and effectiveness of drugs and their relationship to etiology of the brain dysfunction phenomena.
- Ornstein, Robert: "Right and Left Thinking." *Psychology Today*, 6:12, May, 1973, pp. 86-92. A popular presentation of some of the findings about hemispherical dominance for language and other functions, and some astute speculation about the implications of recent findings.

- Orton, June L., ed.: "*Word-Blindness*" in *School Children and Other Papers on Strophosymbolia (Specific Language Disability — Dyslexia), 1925-1946*, by Samuel Torrey Orton, M.D. Monograph No. 2 of The Orton Society. Published by The Orton Society, 1966. Papers hitherto available only in widely scattered journals. Including the report of the history-making Iowa study in 1925, a paper read at a Woods School Conference in 1946, and a hitherto unpublished address at a Medical Convocation at the University of Pennsylvania in 1945 on the occasion of the conferring of the honorary degree of D.Sc. A biographical sketch indicates something of the variety of medical and avocational interests of this many-faceted pioneer, as does an appended complete bibliography of his written works. Clarity of expression and felicity of style on the part of both Ortons are characteristics to be appreciated. Many of Orton's hypotheses, neglected or dismissed when they were proposed, have been verified by recent research.
- Orton, Samuel T.: *Reading, Writing and Speech Problems in Children: A Presentation of Certain Types of Disorders of the Language Faculty*. W.W. Norton, 1937, paperback, 1973. This classic treatise on the neurology of language disorders, with a statement concerning other works of its author, appears also in the Specific Language Disability list, Section V. See comment on James, this section. Same spirit. Reread it and see. Also available from The Orton Society.
- Osgood, Charles E. and Miron, Murray S., eds.: *Approaches to the Study of Aphasia*. University of Illinois Press, 1963. 6-week seminar, 40 participants — multidisciplinary cross-fertilization. Interesting models, extensive bibliography.
- Pearson, Gerald H.: "A Survey of Learning Difficulties in Children." *The Psychoanalytic Study of the Child*, International Universities Press, vol. VII, 1951, pp. 322-386. The author, a leading child psychiatrist, discusses strophosymbolia briefly; is chiefly concerned with the many kinds of emotional causes of inadequate learning. A clear treatment, with case illustrations. He says attention to the physiological and organic processes is needed to correct "a psychic blind spot" on the part of intrapsychically oriented practitioners. Much of his paper helps cure our possible complementary blind spots.
- Penfield, Wilder and Roberts, Lamar: *Speech and Brain Mechanisms*. Princeton University Press, 1959, Atheneum paperback. Study at McGill University of the neurological mechanisms and processes of speech: brain localization, levels of functioning, and cortical dominance; human subjects tested during brain surgery. Left hemispherical dominance for language established even in most left-handed subjects. This and many other findings will influence all future work in neurolinguistic fields. Language learning is considered, but not Specific Language Disability. Very well written.
- Penfield, Wilder: "The Uncommitted Cortex." *Atlantic Monthly*, 214:77-81, July, 1964. The reasons for the introduction in early childhood of as many tongues as a child can tolerate — at least two by the "mother's knee" method. Perhaps we should withhold skepticism until we see what can be done, even with possible Specific Language Disability youngsters. The stakes are high.
- Phillips, John L. Jr.: *The Origins of Intellect: Piaget's Theory*. W.H. Freeman, paperback, 1969. The author describes this book as "a general summary, at a relatively non-technical level, of Piaget's theory of the development of intelligence. It should serve very well the busy teacher of child psychology, child development, or educational psychology; of learning or psychological systems; or perhaps even of general psychology." It is a welcome paperback, easily readable by laypeople.
- Piaget, Jean: Many titles. The editor of this *Bibliography*, a life-long believer in going to the source in preference to the commentary, has here been false to that conviction, having cited Piaget himself only twice while providing reference to several interpreters. There are some thirty-three works of Piaget available in English, twenty of them in paperback. All but four have been published since 1950. Not easy reading in French, the works in translation seem even more difficult, despite their extremely important contribution to our understanding of child development and education. It is suggested that readers whose interest leads them to do so should consult *Books in Print* and *Paperback Books in Print* in their libraries. Since the coverage is encyclopedic, starting anywhere leads to everywhere!

- Pines, Maya: "We Are Left-Brained or Right-Brained." *New York Times Magazine*, September 9, 1973, p. 32. A survey of important current developments in the understanding of the specialized functions of the right and left hemispheres and their inter-connections. High marks for accuracy, comprehensiveness and readability. An indispensable introduction and review for everyone. Compare: Corballis, Gazzaniga, Geschwind, Kimura, Mountcastle, Ornstein, Orton, Sperry, Weisenberg, and Zangwill, cited in this section.
- Powers, William T.: "Feedback: Beyond Behaviorism." *Science*, vol. 179, January 26, 1973. Commentary, with philosophic implications, on the problems of purpose and decision in human behavior, and some "serious doubt (about) the ultimate feasibility of operant conditioning of human beings by other human beings," who do really seem to have more options available to them than do experimental animals in "Skinner boxes."
- Premack, Anne J. and Premack, David: "Teaching Language to an Ape." *Scientific American*, 227:4, October, 1972, pp. 92-99. Sarah, a young chimpanzee, proves her ability, even without vocal speech, to learn some symbolic language and a bit of grammar, using colored plastic chips of various patterns as "words" for understanding and formulating messages.
- Premack, David: "The Education of Sarah: A Chimp Learns the Language." *Psychology Today*, September, 1970, pp. 55-58. This is the same bit of chimpanzee biography reported by the Premacks, above. Compare her achievements with the gesture language of Washoe, in Bronowski and Brown, and Hahn, this section.
- Rogers, Carl R.: *On Becoming a Person: A Therapist's View of Psychotherapy*. Houghton Mifflin, 1961. A collection of the author's papers written from 1931 to 1961, some now published for the first time. Real wisdom from a man with a point of view particularly valuable to language therapists, and to anyone else concerned with the *person* who has the syndrome.
- Schilder, Paul (Bender, Lauretta, ed.): *Contributions to Developmental Neuropsychiatry*. International Universities Press, 1964. Note especially section on "Language, Thought and Symbol Formation."
- Schilder, Paul: *The Image and Appearance of the Human Body*. International Universities Press, 1958. Early work basic to current studies of laterality, directionality, self-concept.
- Schlesinger, Benno: *Higher Cerebral Functions and Their Clinical Disorders: The Organic Basis of Psychology and Psychiatry*. Grune & Stratton, 1961. 500 large, double-columned pages packed with facts and well-supported theory. A source book in the anatomy and physiology of the brain and its manifestations in the life of man, the feeling, thinking, skill-employing being. For neurologists, psychologists and psychiatrists — and for language therapists.
- Schuell, Hildred and Jenkins, James J.: "The Nature of Language Deficit in Aphasia." *Psychological Review*, vol. 66, no. 1, January, 1959, pp. 45-67. A good resume of literature on aphasia to 1958, pp. 45-51. Long bibliography.
- Scrimshaw, Nevin S. and Gordon, John E., eds.: *Malnutrition, Learning, and Behavior*. MIT Press, 1968. The editors present over three dozen papers with comments, introductions, and summaries from an important conference at MIT. If "malnutrition is a fact of existence for two-thirds of the world's children," it behooves us to consider its effects on the learning problems we meet in all countries, and this volume is a substantial contribution to that subject.
- Selye, Hans: *The Stress of Life*. McGraw-Hill, 1956. The student of language disabilities will have to make his own connections with the important insights and stimulating ideas presented here. "Stress syndrome" comes from this source. Not an easy book, but well worth the effort.
- Sharp, Evelyn: *Thinking Is Child's Play*. E.P. Dutton, 1969. Forty or more "games" arise from Piaget's developmental insights, which will delight both children and adults. They form constructive ways of channeling experience to nourish sound cognitive growth.

- Sherrington, Charles S.: *Man: On His Nature*. Cambridge University Press, 1961. Neurophysiological classic for the educated layman. Some of Sherrington's theories have been modified by recent research findings. Beautiful writing. Requires and repays careful reading.
- Silverman, M. and Holliday, K.: "Half Your Brain Is a Spare." *Saturday Evening Post*, December 11, 1948, pp. 26-7 and 144-6. Popular account of treatment of aphasia; patients mostly war-wounded men. An early appearance of "hemispherical dominance" in the popular press.
- Skinner, B.F.: *Science and Human Behavior*. Macmillan, 1953, and Free Press, 1965. Judgments and feelings about operant conditioning should be based on knowledge of it. "Walden Two" should not be arrived at, nor can it be avoided, without foreknowledge. How much can and *should* we use conditioning methods in teaching?
- Smith, Carlton G.: *Basic Neuroanatomy*. University of Toronto Press, 1961. A brief text for medical students which others can understand and use for reference.
- Smith, M.G.: *A Simplified Guide to Statistics For Education and Psychology*. Holt, Rinehart and Winston, paperback, 1970. There are many good elementary statistics texts. This one seems to cover the most wanted concepts, and is listed here because it is available in paperback.
- Solomon, Philip, et al., eds.: *Sensory Deprivation: A Symposium Held at Harvard Medical School*. Harvard University Press, 1961. Papers read at a 1959 symposium. A wealth of important work, most of it following upon Hebb (1949), this section.
- Sperry, R.W.: "The Great Cerebral Commissure." *Scientific American*, January, 1964, pp. 42-52 and SA off-prints. Experiments with lower animals and observation of humans who have had the corpus callosum cut and, effectively, have two brains. The famous "split brain" studies. The author wonders whether or not the normally intact brain is sometimes subject to conflicts that are "attributable to the brain's double structure."
- Stevenson, H.W.; Hess, E.H. and Reingold, Harriet L., eds.: *Early Behavior: Comparative and Developmental Approaches*. John Wiley & Sons, 1967. Papers from the conference on infant learning and perceptual process in humans, including also ethologically oriented work on animal behavior and on communication systems of animals and humans.
- Stone, L. Joseph and Church, Joseph: *Childhood and Adolescence: A Psychology of the Growing Person*. Random House, 1957. An excellent text — college undergraduate level. Good reading, too. Analyzes three schools of thought concerning reading problems and says each has its merits.
- Strauss, Alfred A. and Kephart, Newell C.: *Psychopathology and Education of the Brain-Injured Child*. Grune & Stratton, vol. 1, 1957; vol 2, 1955. Well-known technical text.
- Thompson, Lloyd J.: *Reading Disability: Developmental Dyslexia*. Charles C. Thomas, 1966. The most comprehensive book-length presentation of its subject by an American physician since Orton's in 1937, with an even wider range than that one. The relation of developmental dyslexia to aphasia and other historical background, the delineation of the nature of the condition, the place of Orton and his associates and successors, the relation of the neurological approach to others — emotional and environmental, psychiatric aspects — and a provocative essay on "Capacities of Man," combine to give a depth and breadth to the understanding of this specialty which will prove indispensable to its serious students for many years. Extensive bibliography.
- Vandenberg, Steven G., ed.: *Methods and Goals in Human Behavior Genetics*. Academic Press, 1965. A good statement in an underpopulated library field.
- Wadsworth, Barry J.: *Piaget's Theory of Cognitive Development: An Introduction for Students of Psychology and Education*. David McKay, 1971. Those who have found Piaget's own books rough going, and his

interpreters' writings hardly less so — and that means most non-specialist American readers — will find these 134 pages a welcome introduction or clarifying review. Designed for college undergraduate beginners.

- Wapner, Seymour and Werner, Heinz, eds.: *The Body Percept: New Experimental and Clinical Approaches*. Random House, 1965. Papers by Ajuriaguerra, Critchley, and others well known to users of this *Bibliography*.
- Warren, J.M.: "Handedness in the Rhesus Monkey." *Science*, vol. 118, pp. 622-3, November 20, 1953. A brief report on 84 monkeys. Over half preferred one hand, on over 90% of 120 responses, and the individuals were exactly evenly divided between right and left handedness. (We are tempted to say "No symbolic pressures. What if man had none?")
- Weisenberg, T. and McBride, K.E.: *Aphasia: A Clinical and Psychological Study*. Hafner, 1964. A medical-psychological work of soundness and erudition, reporting history, experiment, observations, and conclusions. Interesting consideration of functions of nondominant hemisphere. Not a treatise to begin on.
- Wepman, Joseph M.: *Recovery from Aphasia*. Ronald Press, 1951. Team approach. Introduces term "aphasia therapist." Practical treatment procedures, many of which can be adapted to language therapy. Suggests analytical procedures useful in ongoing diagnosis.
- Whitehorn, John C.: "Concept of 'Meaning and Cause' in Psychodynamics." *American Journal of Psychiatry*, 104:289-92, November, 1947. Gives needed semantic clarification.
- Whitsell, Leon J.: "Delacato's 'Neurological Organization': a Medical Appraisal." *California School Health*, 3:3, 1-13, Fall, 1967. Calm, comprehensively researched, by one competent to speak for the neurological, psychiatric and pediatric professions. His own and others' positions clearly stated.
- Wooldridge, Dean E.: *The Machinery of the Brain*. McGraw-Hill, paperback, 1963. A presentation which is relatively clear, nontechnical, and precise (except as this avowed mechanist persists in crediting "nature" with "purpose"). The author is addressing his fellow engineers and computer scientists, to the clear advantage of the rest of us invited listeners.
- Wylie, Ruth C.: *The Self-Concept: A Critical Survey of Pertinent Research Literature*. University of Nebraska Press, 1961. While there have been innumerable tests for rating by self or others, many seem of doubtful validity, and the good ones are of little use to us (e.g., in language re-education). "Draw a Person" is considered "highly intuitive." (It is, therefore, as useful as one's judgment is astute.)
- Young, F.A. and Lindsley, B.D., eds.: *Early Experience and Visual Information Processing in Perceptual and Reading Disorders*. Report of the Brain Sciences Committee, National Academy of Sciences, 1970. The book records the proceedings of a conference dealing with different kinds of variables which may bear on learning to read and on reading disability. The conference included some interchange of ideas as experts updated one another on the present status of their respective fields. The book will be valuable to many readers of research; there are several papers of special interest to those concerned basically with dyslexia, notably by Ingram (see *BULLETIN of The Orton Society*, XIX, 1969), Roger Sperry, Archie Silver, Rosa Hagin and Richard L. Masland.
- Young, John Z.: *Doubt and Certainty in Science: A Biologist's Reflections on the Brain*. Oxford University Press, 1960. A noted zoologist, who is full of philosophical wisdom, speaks with clarity to the intelligent layman. Lecture 2 is on "Brains as Machines" and Lecture 5 on "How We Learn to Communicate."
- Zangwill, O.L.: *Cerebral Dominance and Its Relation to Psychological Functioning*. Charles C. Thomas, 1960. A small but important book, relating the concepts of "cerebral ambilaterality" or "indeterminate cerebral dominance" as a continuous variable, vulnerability to stress, and developmental anomalies in language learning to one another.

II. LANGUAGE AND SEMANTICS

- Allen, Harold B.: *Readings in Applied English Linguistics*. Appleton-Century-Crofts, 1964. Sixty-two articles of wide coverage.
- Anglin, Jeremy M.: *The Growth Of Word Meaning*. MIT Press, 1971. This is a discussion of an ingenious set of experiments into *how*, rather than *why*, word meaning develops in children and adults. The monograph, related to theory, is lucidly written.
- Ausubel, David P.: *The Psychology of Meaningful Verbal Learning*. Grune & Stratton, 1963. "This book" says the author in its preface, "is concerned with the psychology of how individuals comprehend, learn, organize, and remember the large volume of meaningful (contrasted with rote) verbal materials which are presented to them by an educational agency such as the school." Don't miss this one.
- Barnett, Lincoln: *Treasure of Our Tongue*. Alfred A. Knopf, 1965. English as a world language. A brief, popular history, with some opinions of the author about the deterioration of our language standards. Well-documented and indexed.
- Baugh, Albert C.: *A History of the English Language*. Appleton-Century-Crofts, 1957. Seems like a comprehensive, scholarly history. Note "Paragraph 156" on development of spelling uniformities.
- Black, Max, ed.: *The Importance of Language*. Prentice-Hall, Spectrum paperback, 1962. Illuminating and often amusing essays which the author says "...have appeared in places where they will be overlooked by the readers who would most enjoy them." Especially recommended, "Essentially Contested Concepts," an essay by W.B. Gallie. ("Reading" is probably one of them.)
- Bloom, Lois: *Language Development: Form and Function in Emerging Grammar*. MIT Press, 1970. As a child learns his native tongue from those around him, he acquires, or develops from within, a usable sense of grammatical structure and function, which is here described systematically. There are illustrations from the language behavior of three children late in their second years. A glossary of the linguists' notation and terms is a useful feature.
- Bram, Joseph: *Language and Society*. Random House, 1955. A 76-page sociological introduction. For fuller treatment see Hertzler, this section.
- Britton, James: *Language and Learning*. Penguin Books, 1972. The author examines language through its importance to the child rather than in itself. The writings of others are quoted as background for this somewhat philosophical work, which develops the idea of language and its growth in the child as part of his assimilation of experience.
- Bronstein, Arthur J.: *The Pronunciation of American English: An Introduction to Phonetics*. Appleton-Century-Crofts, 1960. Text for college students of speech. Seems sound and comprehensive. Useful drawings of speech organs and their positions during sound production. History of English and its probable sound changes. Good, basic text. Quite detailed.
- Brooks, Nelson: *Language and Language Learning: Theory and Practice*. Harcourt Brace Jovanovich, 1960. Primarily concerned with the learning of foreign language, but sets sound base in learning of mother tongue; relations of meaning to symbol in sound and print.
- Brosnahan, L.F.: *The Sounds of Language: An Inquiry into the Development of Sound Systems*. W. Heffer and Sons, 1961. Regional differences in sound patterns of language seem to vary with inherited variations in articulatory mechanisms common to given geographical regions. The persistence of patterns seems to depend on proprioceptive preferences as at least an important factor. It appears that the hearer, by means of some still obscure mechanism high in the nervous system, interprets his sensory impressions of speech sounds in terms of his own articulatory mechanism.

- Brown, Eric: "The Bases of Reading Acquisition." *Reading Research Quarterly*, VI:1 Fall, 1970, pp. 49-74. The psycholinguistic view of the development of language in the individual is related to his "species-specific" capacity to understand and produce the language patterns of his culture, as maturation determines and environmental stimuli trigger growth, first into spoken language and then into the different but related ability to read. This is a comprehensive and lucid treatment; a very good introduction for an ambitious beginner. Not easy, but well worth the effort.
- Brown, Roger: *Words and Things*. Free Press, 1958. Valuable text on language, semantics, phonetics, etc. Challenging chapter on the teaching of reading. Comprehensive bibliography. Highly recommended.
- Bruner, Jerome, et al.: *A Study of Thinking*. John Wiley & Sons, 1956, Science Editions paperback. Contains an especially scholarly chapter on linguistics and the English language by Roger Brown.
- Cherry, Colin: *On Human Communication*. Science Editions paperback, 1968. This review or survey of the wide field includes information theory and telecommunications, as well as the component areas more familiar to some of us. Very well written, clear, and as simple as the complexities and abstractions inescapable in the subject permit.
- Church, Joseph: *Language and the Discovery of Reality*. Random House, 1961. The relations of cognitive development to symbolic functioning. The author knows children as well as theory, and can write as well as he can reason.
- Cohn, Robert: "Language and Behavior." *American Scientist*, vol. 49, no. 4, December 1961, pp. 502-508. A provocative essay — the past, present, and future of man as a language-using and language-influenced behavior. Danger! Hypertrophy of language could destroy us.
- Eckstein, Gustav: "Concerning a Dog's Word Comprehension." Letter in *Science*, vol. 109, May 13, 1949. One dog demonstrates generalized understanding of one concept, "table," at a high level of abstraction and memory. A series of events remarkable for a dog, throwing the nature of human language into relief, even while the First Friend demonstrates his thinking ability.
- Eimas, Peter D.; Siqueland, Einar R.; Juczyk, Peter and Vigorito, James: "Speech Perception in Infants." *Science*, 171, 303-306, Jan. 22, 1971. Ingenious experimentation demonstrates that an infant can distinguish differences in consonant sounds at age four weeks or four months. It is suggested that this capacity may be an inborn — genetically determined — basis for some of the human capacity for later language development.
- Francis, W. Nelson: *The English Language: An Introduction*. W.W. Norton, 1963. A readable overview of linguistics and grammar with examples and analogies which lead to a clear understanding. With its chapters English Grammar, The History of English, The Vocabulary of English, and English Speech and Writing, it can be useful to the novice in dealing with the lexicon of morphology, phonology, and such.
- Fries, Charles Carpenter: *The Structure of English: An Introduction to English Sentences*. Harcourt Brace Jovanovich, 1952. A source book for the understanding of the "new English grammar," and for the understanding of traditional grammar in the light of a leading linguist's analysis of modern usage. Hard going for the novice. The basis for Roberts — see Section VII.
- Gillooly, William B.: "The Influence of Writing-System Characteristics on Learning to Read." *Reading Research Quarterly*, 8:2, Winter, 1972, pp. 167-199. A statement of the relationships between phonologic, phonographic and orthographic representation of meaning in English words. There is a relationship between sound and spelling, but often the meaning determines spelling of phonologically ambiguous words, making the "irregularities" of our written forms important positive factors for conveying the message. There is too much here for review. Read the whole paper.

- Gray, Giles W. and Wise, Claude M.: *The Bases of Speech*. Harper & Row, 1946. A basic text for the field of speech, including social, physiological, physical, phonetic, neurological, linguistic, semantic, and genetic bases of speech.
- Greene, Margaret C.L.: *Learning to Talk: A Parents' Guide to the First Five Years*. Harper & Row, 1960. 85 pages; conversational tone. Sound advice on what to expect and how to facilitate the process. A nice bit on distinction between nursery vocabulary (ok) and "baby-talk" (ugh!). The author is a speech therapist, and the book is enthusiastically vouched for by Van Riper.
- Greenough, J.B. and Kitteredge, G.L.: *Words and Their Ways in English Speech*. Macmillan, paperback, 1927. A classic by classicists.
- Hall, Edward T.: *The Silent Language*. Doubleday, 1959. "An anthropologist reveals how we communicate by our manners and behavior." A valuable contribution to the therapist's awareness of self and others. Important, and good reading. A real "Best Buy."
- Hall, Edward T.: *The Hidden Dimension*. Doubleday, 1966, Fawcett paperback, 1969. Further explorations of the same topic. Equally recommended.
- Hall, Robert A., Jr.: *Linguistics and Your Language*. Doubleday, paperback, 1960. Semipopular, sound presentation of Structural Linguistics point of view.
- Hanna, Paul R. et al.: *Phoneme-Grapheme Correspondence as Cues to Spelling Improvement*. U.S. Dept. of Health, Education and Welfare, Office of Education, 1966. This is a mammoth volume of 1,716 pages. The first 124 pages present the rationale and the conclusions which the author believe the rest of the study documents. The rest is a print-out from a computer study of the spelling patterns of 17,310 words most commonly used in American English, showing spelling strategies based on their regularities. Tremendously useful and convincing, though users will probably feel that they would like boldly to suggest a few additional simplifying patterns. The basis for Hanna, et al., Section IV, and Cox, *Situation Spelling*, Section VII.
- Harris, Zellig S.: *Structural Linguistics*. University of Chicago Press, Phoenix paperback, 1951. "A set of structural methods for descriptive linguistics." Technical.
- Harvard Educational Review*: Special Issue on "Language and Learning." Spring, 1964. Articles and reviews of wide interest range.
- Hayakawa, S.I. with Hamalian, Leo and Wagner, Geoffrey: *Language in Thought and Action*, 2nd ed. Harcourt Brace Jovanovich, paperback, 1964. General Semantics. About the best there is for just tasting, or a general introduction to the use of language as a way to understanding, evaluating and modifying experience in 20th-century context.
- Hayakawa, S.I., ed.: *Our Language and Our World*. Harper & Row, 1959. Articles reprinted from *ETC.: A Review of General Semantics*, 1953-58. Many of the articles are of special interest to the language therapist. Includes Carl Rogers' "Toward a Theory of Creativity" and "Part IV: Language and Thought."
- Henley, Paul, ed., Brown, Roger, et al.: *language, THOUGHT and Culture*. University of Michigan Press, paperback, 1958. A multidisciplinary approach. The editor and authors attach significance to the typography in the title.
- Hertzler, Joyce O.: *A Sociology of Language*. Random House, 1965. A comprehensive analysis of an important but hitherto neglected approach to language. (See Bram, this section.)
- Hill, Archibald A.: *Linguistic Structures: From Sound to Sentence in English*. Harcourt Brace Jovanovich, 1958. A text, advanced level, of the Trager-Smith school of American linguistics. Comprehensive, scholarly, readable, if your interest takes you this way. Not for the hammock.

- Hockett, Charles F.: "Animal 'Languages' and Human Language." in Spuhler, J.N. (ed.): *The Evolution of Man's Capacity for Culture*. Wayne State University Press, paperback, 1959, pp. 32-39. "Seven properties of human language that merit consideration." Valuable formulation.
- Hockett, Charles F.: *A Course in Modern Linguistics*. Macmillan, 1958. This is a college text, and it seems to be complete at that level — which is to say about right for any professional except one in linguistics itself. Good for reference, and in many parts, for reading. Nobody is in a better position to write this book than Hockett.
- Hoiyer, Harry, ed.: *Language in Culture*. University of Chicago Press, 1954. Papers from a conference. Special emphasis on the Whorfian hypothesis and its implications.
- Holbrook, Richard T.: *X-Ray Studies of Speech Articulations*. University of California Press, 1937. Many drawings showing positions of speech organs for phoneme production.
- Jakobson, Roman and Halle, Morris: *Fundamentals of Language*. Mouton, 1956. Part I — Basic Linguistics; Part II — Aspects of Language and Language Disturbances. Aphasias examined and classified by linguists.
- Jespersen, Otto: *Growth and Structure of the English Language*. Originally published by Macmillan; 9th edition, Doubleday, Anchor paperback, 1955. A classic.
- Jonsson, Wendell: *People in Quandaries*. Harper & Row, 1946. General Semantics as psychotherapy. Formulation of the "I.F.D. disease" syndrome is useful. We often meet the problem in ourselves as well as in parents and students.
- Jovanovich, William: "A Tumult of Talk," *American Scholar*, 41: 40-49, Winter, 1971-72. "Perhaps the proof that man is unique amongst all beings is his preoccupation with his own singularity," including his "...command of language. Only mankind can generate signals of infinite variety; only mankind can speak with the use of symbols and therefore recall the past and suppose the future." A first-class, stimulating essay.
- Kantner, Claude E. and West, Robert: *Phonetics*. (Revised ed.) Harper & Row, 1960. A standard text for college speech courses and speech correctionists. Uses the International Phonetic Alphabet. A subject which can be difficult and confusing is here presented with interesting clarity. A chapter on "Neurophysiologic Changes of Speech Sounds." Such a book — and this is a good one — is needed in the basic library. (See also Wise, this section.)
- Kaplan, Bert, ed.: *Studying Personality Cross-Culturally*. Row, Peterson, 1961. Most pertinent: Chapter 10 by Dell Hymes — "Linguistic Aspects of Cross-Cultural Personality Study."
- Keller, Helen: *The Story of My Life*. Dell, paperback, 1964, copyright 1902. Recommended here for the insight given into the frustrations of blocked communication and, especially, of the nature and processes of inner language. This edition is enriched by the concurrent letters of Miss Keller and teaching reports of Anne Sullivan Macy, edited with further comment by Mr. Macy, their first publisher. (This is probably the all-time "Best Buy" here listed!)
- Kolers, Paul A.: "Bilingualism and Information Processing." *Scientific American*, 218:3, 78-86, March 1968. "People who can speak two languages provide clues to how the mind functions."
- Langacker, Ronald W.: *Language And Its Structure: Some Fundamental Linguistic Concepts*. Harcourt Brace Jovanovich, paperback, 1968. "*Language and its Structure* is intended as a concise, readable, and up-to-date introduction to the nature and structure of language as viewed by modern linguists," states the author in the preface. Its clarity and style make this book an excellent introduction upon which to build in further reading in the area of linguistics.

- Laird, Charlton: *The Miracle of Language*. Fawcett World Library, 1953. Premier paperback. Comprehensive as to content, readable style, and much more scholarly than the "catchy" chapter headings suggest.
- Laird, Charlton and Gorrell, Robert M.: *English as Language: Backgrounds, Development and Usage*. Harcourt Brace Jovanovich, 1961. A textbook composed of readings from sources ranging over the past thousand years. Fascinating background material.
- Lenneberg, Eric H.: *Biological Foundations of Language*. John Wiley & Sons, 1967. An important, ground-breaking book.
- Lenneberg, Eric H., ed.: *New Directions in the Study of Language*. MIT Press, 1964. Papers from several disciplines consider nature and origin of human language and the child's acquisition of language.
- Lenneberg, Eric H.: "On Explaining Language." *Science*, 164:3880, 635:643, May 9, 1969. Broad biological point of view.
- Lewis, M.M.: *How Children Learn to Speak*. Basic Books, 1959. From infancy to early, true speech by which the child learns both to communicate and to order his world in the thought patterns expressed by his mother tongue. Written for parents out of extensive knowledge and observation.
- Lewis, M.M.: *Infant Speech*. Routledge and Kegan Paul, 1951. The technical study on which Lewis, above, is based.
- Luria, Alex R.: *The Role of Speech in Normal and Abnormal Behavior*. Liveright, 1961, Pergamon Press. Russian work based on Pavlov and Vygotsky, but much of the rationale and procedure suggested is new. Highly valuable despite lack of index and some confusion in translation of graphs.
- Malmberg, Bertil: *Phonetics*. Dover paperback, 1963. Translated and adapted from 1954 French edition. Introductory, but more than sufficient for the needs of most of our *Bibliography's* users.
- Martinet, Andre: *Elements of General Linguistics*. (Translated from French by Elisabeth Palmer.) University of Chicago Press, 1960. Also an introductory text, but quite different emphases. Dust off your elementary French (for many of his examples).
- Mattingly, Ignatius: "Speech Cues and Sign Stimuli." *American Scientist*, 60:3, May-June, 1972. An important, illuminating synthesis of theory at the interface of speech and linguistics. Man's two requirements for the development of language are the capacity for speech (as a deliberate and flexible series of actions, not mere mimicry) and the ability to apply that capacity by turning verbal expression into a linguistically structured representation of experience and purpose. The set to develop these two essential capacities seems to be inborn and "species specific," an explanation, more and more substantiated by current research, for man's uniqueness, with all its attendant possibilities. A vitally important contribution to anyone dealing with language and the human language function.
- McNeill, David: *The Acquisition Of Language: The Study Of Developmental Psycholinguistics*. Harper & Row, paperback, 1972. In the preface, the author states that he has made no distinction "between beginners in the study of psycholinguistics and practitioners of it," and hopes that this book will be of use to both types of readers. A Linguistic Appendix contains an introduction to the main ideas of transformational grammar for the uninitiated in this area. A comprehensive treatment of biological, developmental, linguistic, and semantic aspects of language.
- Merriam-Webster: *Unabridged Dictionary*, 1934 ed., Pronunciation and Orthography sections. All the regularities and irregularities you observe in the English language have been noted here, and much more, as well. Endlessly fascinating. These sections precede the definition section of the dictionary in its famous, and still excellent, Second Edition. See also Collegiate versions, same edition.

- Miller, George A.: "Psycholinguistics." Chapter 19 in *Handbook of Social Psychology*, Lindzey, Gardner, ed. Addison-Wesley, 1954. Includes structural, statistical, psychological aspects of language in a brief, clear, but high-thought-density statement.
- Moorhouse, A.C.: *The Triumph of the Alphabet: A History of Writing*. Henry Schuman, 1953. Interestingly written, for serious lay reader. Illustrated with line and plate. Selected, annotated bibliography. College level and up.
- Muller Herbert: *The Uses of English*. Holt, Reinhart & Winston, 1967. The author's report of a conference on the teaching of English (as a *first* language), and his own challenging, balanced, urbane response to the conference experience. Good reading.
- National Institute of Neurological Diseases and Stroke: *Learning to Talk: Speech, Hearing and Language Problems in the Preschool Child*. National Institutes of Health, 1969. Single copies free. For parents and professionals. Includes Mary W. Masland's check list on hearing, speech and language behavior from birth through age five.
- Ogden, C.K.: *The System of Basic English*. Harcourt Brace Jovanovich, 1934. Only 850 words to say all you need to — if your capacity for verbal abstraction is adequate. The simplicity is interesting, but deceptive, because of the abstractions involved in the use of prepositions and other common words.
- Osgood, Charles E. and Sebeok, Thomas A., eds.: *Psycholinguistics: A Survey of Theory and Research Problems, 1954-1964*, by Richard Diebold. Indiana University Press, paperback, 1965.
- Partridge, Eric: *Origins*. Macmillan, 1959. A mammoth source book in word histories, endlessly fascinating. Set the alarm clock or, lost in enthralling search, you'll miss dinner!
- Pei, Mario and Gaynor, Frank: *Dictionary of Linguistics*. Philosophical Library, 1954. Useful little reference work on grammatical terms, historical and structural linguistics, and identity of major past and present languages and dialects.
- Pei, Mario: *The Story of Language*. J.B. Lippincott, 1949; Mentor paperback. An overall view for the general reader by a prolific author, many of whose other books are also of interest. The scholarship and readability are both of superior quality.
- Pei, Mario: *What's In A Word*. Hawthorn Books, 1968. An almost recreationally readable book with lore and insights garnered from a career of linguistic scholarship and its public presentation. The subject of language communication past, present, and future is explored from many fascinating angles.
- Piaget, Jean: *The Language and Thought of a Child*. Humanities Press, 1952. The author has really watched young children develop. He records their behavior and speech and draws his conclusions from the evidence. One of many important books by this gifted observer and thinker.
- Potter, Simeon: *Modern Linguistics*. W.W. Norton, paperback. Study of the language, this time not from a structural linguistic point of view, to redress the balance. (1951)
- Project Literacy Reports*. Project Literacy, Cornell Research Park. A series of volumes presenting research and progress reports of independent work as part of a project funded by the Cooperative Research Branch of the U.S. Office of Education, under the direction of Dr. Harry Levin. It should be more widely known.
- Rosenzweig, Mark and Postman, Leo: "Frequency of Usage and the Perception of Words." *Science*, 127:3293, Feb. 7, 1950. Frequency of past usage and restriction of confusability in visual and especially auditory patterns suggest that the easiest words to identify against a background of "noise" are the common, long ones — "elephant" rather than "apt" perhaps. And this suggests many things, especially that you read the article, and compare with Zipf, this section.

- Rossiter, A.P.: *Our Living Language: An Englishman Looks at His English*. Longmans, 1953. B.B.C. scripts, readable. On many topics of general interest, especially concerning speech patterns of The Man in the (British) Street.
- Royce, Joseph R., ed.: *Psychology and the Symbol*. Random House, paperback, 1964. Symposium papers: "An interdisciplinary analysis of the implication of the symbol for the understanding of behavior."
- Ruesch, Jurgen and Kees, Weldon: *Nonverbal Communication: Notes on the Visual Perception of Human Relations*. University of California Press, 1956. Not all that we and our students say to each other gets into words, but sometimes the nuances of nonverbalism are crucial. A new dimension of awareness. Should be accompanied or preceded by Hall's *The Silent Language*, this section.
- Sapir, Edward: *Language: An Introduction to the Study of Speech*. Harcourt Brace Jovanovich, Harvest Book, 1921; paperback, 1949. A classic by a master anthropologist.
- Saporta, Sol, ed.: *Psycholinguistics: A Book of Readings*. Holt, Rinehart and Winston, 1961. Excellent material. Many selections highly specialized for linguists, but others with direct bearing on language development and its disorders.
- Schlauch, Margaret: *The Gift of Tongues*. Viking Press, 1945. A well-written introduction to linguistics for the educated adult or especially interested high school student.
- Serjeantson, Mary S.: *A History of Foreign Words in English*. Barnes & Noble, 1961. Like Partridge's "Origins," this is a treasure trove for the etymologist, but its organization is geographical and historical. For systematic study as well as for browsing.
- Smith, Frank and Miller, George A., eds.: *The Genesis of Language: A Psycholinguistic Approach*. MIT Press, 1966. Exceptionally well-edited proceedings of a 1965 conference on "Language Development in Children," sponsored by the Human Communication Program of the National Institute of Child Health and Human Development. Wide range of topics considered and discussed by experts from a variety of fields. Much that is stimulatingly new.
- Smith, Henry Lee, Jr.: *Linguistic Science and the Teaching of English*. Harvard University Press, 1956. Inglis Lectureship. Sixty-one small pages. Concise, informative, basic and, of course, sound. Allow more than sixty-one minutes for reading.
- Sturtevant, Edgar H.: *An Introduction to Linguistic Science*. Yale University Press, paperback, 1947. For the newcomer to linguistics. Readable.
- Travis, Lee Edward, ed.: *Handbook of Speech Pathology*. Appleton-Century-Crofts, 1957. A compendious and informative handbook. Includes several chapters on aphasia in adults (Eisenson) and children (Myklebust).
- Tucker, Susie I.: *English Examined: Two Centuries of Comment on the Mother Tongue*. Cambridge University Press, 1961. Readings, some very brief, from 1605 to 1818. Broadens outlook, deepens perspective, and often amuses.
- Ullman, Berthold Louis: *Ancient Writing and Its Influence*. MIT Press, paperback, 1969. Originally published by Longmans Green, 1932. A classic deservedly rescued from limbo by the modern paperback reprinting policy. "Though the sword of Rome has failed, its pen has triumphed." So does the author and his very readable history of our alphabet, with emphasis on old Greek and Latin forms of writing. An adult book of 223 well-set, clearly written pages, which will be useful to older students with a special interest, to teachers, to linguists, and to the general reader.
- Venezky, Richard L.: "English Orthography: Its Graphical Structure and its Relation to Sound." *Reading Research Quarterly*, 2:3, 75-105. Interesting in itself, and in connection with the author's other

papers in the *Project Literacy Reports* (see especially vol. 7). The next time Hanna, et al., plan a print-out, we hope they will consult with Venezky first. His future work is to be anticipated with interest (1967).

Vygotsky, L.S.: *Thought and Language*. MIT Press, paperback, 1965. Translation by Eugenia Hanfmann and Gertrude Vakar. Foreword by Jerome Bruner. Important, profound, but readable Russian work. Re-emerging from eclipse. Highly recommended.

Wang, William S-Y.: "The Chinese Language." *Scientific American*, 228:2, 51-260, February, 1973. Understanding of the familiar (our own mother tongue) is sharpened by the understanding of something quite different (the Chinese language). With some knowledge of the latter's structure we can begin to understand the advantages of its ideographic writing system applied to some of the different and mutually nonunderstandable dialects which it symbolizes for over 500 million people. An important light is thrown on the history and culture of China, whose language still seems difficult but now somewhat less of a mystery to the speaker of an Occidental tongue.

Weir, Ruth H.: *Language In The Crib*. Humanities Press, 1970. A classic in early language usage first presented in the early '60s, this book consists of "recordings of pre-sleep monologs of a 2 1/2 year old child, alone in his crib, talking to himself," analyzed by the child's mother presenting a "structural description of this language . . . as well as of the language in a less restricted sense, looking at it from the point of view of its functions." Should be of interest to those who do not already know of it.

Werner, Heinz and Kaplan, Bernard: *Symbol Formation: An Organismic-Developmental Approach to Language and the Expression of Thought*. John Wiley & Sons, 1963. For the serious student in the wide-awake hours of the morning. Of first importance.

Whorf, Benjamin Lee and Carroll, John B., eds.: *Language, Thought and Reality*. John Wiley & Sons, 1956; MIT Press, paperback. The influence of language structure on one's world view; the Whorfian hypothesis.

Wise, Claude M.: *Introduction to Phonetics*. Prentice-Hall, 1958. A college-level text, based on the author's more comprehensive "Applied Phonetics." Includes description of "standard" and "substandard" speech of Americans from several regions. Clear drawings and description of the making of speech sounds. (Also see Kantner and West, this section.)

Yergin, Daniel: "The Chomskyan Revolution." *New York Times Magazine*, December 3, 1972, p. 42 ff. Chomsky is the personality, but modern linguistics is the subject interestingly explained in the rather long and complete presentation. Worth looking up!

Zipf, G.K.: *The Psycho-biology of Language*. Houghton Mifflin, 1935; MIT Press, paperback. "The principle of least effort" — high correlation of word shortness and frequency of use. A one-idea book, but an interesting idea with many applications. Impressively buttressed with statistics.

III. EDUCATION — GENERAL

- Ashton-Warner, Sylvia: *Teacher*. Simon and Schuster, paperback. In this enthralling book the warm, creative spirit is all. We may find many other methods better suited to our needs, but without some of this spirit we might as well go home. (1963)
- Ashton-Warner, Sylvia: *Spearpoint: Teacher in America*. Alfred A. Knopf, 1972. The author found American children very different from those in the South Pacific.
- Austin, Mary C. and Morrison, Coleman: *The First R: The Harvard Report on Reading in Elementary Schools*. Macmillan, 1963. Countrywide study of 1,023 school systems with over 6 million pupils. The findings were not reassuring. Even if all forty-five recommendations of the authors were followed, problems of Specific Language Disability youngsters as such would scarcely be touched. Their lives in school would be less burdensome, however. Improved competence of the teachers and administrators should also make them more ready to be aware of the specific problems of dyslexic children.
- Austin, Mary C.: *The Torch Lighters: Tomorrow's Teachers of Reading*. Harvard University Press, paperback, 1961. A Harvard Graduate School of Education study in which seventy-four colleges' programs in the preparation of teachers of reading are weighed and found badly wanting. A landmark volume which instigated much of the current ferment in teacher education.
- Bach, Richard: *Jonathan Livingston Seagull*. Macmillan, 1970. Photographs by Russell Munson. Told with humor, simplicity, and powerful insight. The photographs are breathtaking, the story is enthralling, even to a six-year-old, and the allegory on individuality, excellence, and the pursuit of perfection grips the souls of adolescents — and most adults. (This was written before the book became a best-seller.)
- Brainerd, Charles J.: "The Origin of Number Concepts." *Scientific American*, 228:3, March, 1973, pp. 101-109. A still newer "new math" is perhaps suggested by this study of the way in which children become aware of number sequences and relations. It seems that "one, two three..." comes first, and only later are sets and classes comprehended. Several interesting and ingenious experiments are described.
- Brameld, Theodore: *Philosophies of Education in Cultural Perspective*. Dryden, 1955. Surveys Progressivism, Essentialism and Perennialism — cultural streams, as partial solutions in American education. Sees future growth in improved Progressivism and "Reconstructionism." "To judge each in turn as patiently as possible and only then to choose, to modify or to reject..."
- Bruner, Jerome: "The Skill of Relevance and the Relevance of Skills." *Saturday Review*, April 18, 1970, p. 66 ff. "The reward for working one's way through the known is to find a new question on the other side, formulated in a new way," says the author. And again, "There are few things so exciting as sensing where one is trying to go...and then making progress toward (that goal). The reward of mastering something is the mastery, not the assurance that someday you will make more money or have more prestige"...or that right now you will get "a word of praise or a chocolate bar." Here is "the role of intention and goal-directedness in learning...the conversion of skill into the management of one's own enterprises."
- Bruner, Jerome S.: *The Process of Education*. Harvard University Press, 1960. Based on a conference of scientists and other leaders. Excellent, brief treatment of education from the rational, structural, psychological viewpoint. Quickly and properly became influential.
- Bruner, Jerome S.: *Toward a Theory of Instruction*. Belknap-Harvard, 1966. Unqualified recommendation. Holds together, from general theory to such practical implications as the need for a "prescriptive theory on how to proceed in order to achieve various results," for example in the effective transfer of learning in essential skill development.

- Combs, Arthur W., ed.: *Perceiving, Behaving, Becoming*. Yearbook Committee, Association Supervision and Curriculum Development, National Education Association. Combs, Earl C. Kelley, Carl Rogers and A.H. Maslow explore what it means to be a fully functioning person, and how we and our children can approach this state of grace. Excellent. (1962)
- Comenius — see Piaget, below.
- Conant, James Bryant: *The American High School Today*. McGraw-Hill, 1959. A significant contribution which includes a realistic appraisal of the results of recent and current methods of teaching reading, even though the remedies suggested seem regrettably inadequate.
- Cremin, Lawrence A.: *The Transformation of the School: Progressivism in American Education, 1876-1957*. Alfred A. Knopf, 1961. A clear, noncontroversial presentation of a controversial subject which most contenders really know very little about. Needed perspective for understanding the current revival of progressivism in "free schools," "open classroom," etc.
- Dennison, George: *The Lives of Children: The Story of the First Street School*. Random House, 1969. This is the story of the First Street School and how its children, from the most debilitating slum environments, came to life for a short while. The school "folded" after two years, leaving the author and his associates broke, rather battered, wiser, and still profoundly caring. The book, as it wakens and intensifies caring in its readers, may have a profound impact on education in action, and on educators as people.
- Dewey, John L.: *Interest and Effort in Education*. Houghton Mifflin, 1913. What he really said — not what a lot of critics have misunderstood from third-hand reports. Read it again. It's a tonic, as are other Dewey writings.
- Duff, Annis: *Bequest of Wings: A Family's Pleasures With Books* and *Longer Flight: A Family Grows Up With Books*. Viking Press, 1944, 1955. Among the best this reviewer has seen on the subject. True comradeship of both parents with daughter and son. The children are readers, but the spirit of this family is even more needed in families in which dyslexics grow up. List of books, records and materials for family art collections; annotated.
- Fisher, Dorothy Canfield: *A Montessori Mother*. Henry Holt, 1914. See especially Chapter 5, pp. 82-90, on experiences leading up to writing. Logically leads either to Fernald or to Orton-Gillingham approach.
- Gardner, John W.: *Excellence: Can We Be Equal and Excellent Too?* Harper & Row, paperback, 1961. A well-written argument for the affirmative by the former head of the U.S. Department of Health, Education and Welfare.
- Gardner, John W.: *Self-Renewal: The Individual and the Innovative Society*. Harper & Row, 1964. The kind of people language therapists need to become and to help their students become.
- Georgiau, Constantine: *Children and Their Literature*. Prentice-Hall, 1969. A big, beautifully written and illustrated book by an exceptionally knowledgeable and perceptive author. To be treasured and used. *The very best we know*.
- Ginott, Haim: *Between Parent and Child: New Solutions to Old Problems*. Macmillan, 1965. Or a new presentation of old but still helpful solutions. See Baruch, *New Ways in Discipline*, McGraw-Hill, 1949, and others of that liberating genre. Some explicit helps in rational permissiveness.
- Ginott, Haim: *Teacher and Child*. (Markel, Robert, ed.) Macmillan, 1972. This highly readable book follows the pattern previously established by the author in *Between Parent and Child* and *Between Parent and Teenager*. The emphasis is on communication evolving from respect between teacher and student. The approaches reflect sensitivity and wisdom throughout. Application of the principles expressed here may be difficult, but is worth a real effort by anyone involved with children.

- Hess, Stephen, ed.: *Report to the President — White House Conference on Children*. U.S. Gov't. Printing Office, 1971. A report of what was intended, some of which actually happened, at this conference about the status, outlook and recommendations for the lives of children. Both conference and report have left much to be desired in focus, effectiveness and use of available expertise. Submerged though it was in urgent lobbied concerns, "Forum 7" (of 26) marks the first recognition of "The Right to Read" as a White House Conference topic.
- Johnson, Eric W.: *Love And Sex In Plain Language*. J.B. Lippincott, rev. ed. 1967. Suitable for all ages, the style and content of this copiously illustrated book treat the subject as worthy of full understanding and respect. The author endeavors to "tell everything, and tell it plainly and in simple words." Easy to read, clear, and in seemingly effortless good taste throughout.
- Koerner, James D.: *The Miseducation of American Teachers*. Pelican-Penguin, paperback, 1965. The "bad" facts as well as the "good" ones must be known, and the difficulty of quick or wholesale reform faced if one is to be realistic. The prevalence, and horror, of educational "Newspeak," which the author calls "Educanto," is described in a final chapter. Our experience makes this description all too convincing, points up the soundness of the Bruner-Hebb-Strunk & White approaches to writing, and reminds us of the "mote-beam" hazard.
- Leonard, George B.: *Education and Ecstasy*. Delacorte Press, 1968. "Our worst error," says the author, "would lie in dreaming too small." This book describes a model of a school in the year 2001, "a vision of hope in an age when hope does not come easy, a treatise not only on things as they are, but as they can be and are becoming."
- LeShan, Eda J.: *The Conspiracy Against Childhood*. Atheneum, 1968. The case against adult pressure and manipulation, and for a climate of fostering acceptance in the upbringing of children as well as help for the troubled ones.
- Long, Nicholas J., et al., eds.: *Conflict in the Classroom*. Wadsworth, 1965. A book of readings for teachers. Several literary pieces develop empathy for the person in inner conflict, while papers from many clinical and other authorities help one understand the kinds of failure which underlie conflict symptoms. While the emphasis is mainly psychodynamic, the cognitive aspects of failure, including language inadequacies, are also treated.
- Mayer, Martin: *The Schools*. Harper & Row, paperback, 1961. A journalist's careful, well-documented study. He tries not to be controversially reformist, but states his opinions forthrightly. Chapter 10 is "On the Teaching of the Native Language and Literature."
- McDill, Edward L.; McDill, Mary S.; and Sprehe, Timothy: *Strategies For Success In Compensatory Education: An Appraisal Of Evaluation Research*. John Hopkins University Press, 1970. Compensatory education includes national programs such as Head Start, Title I, and others; also assorted local programs. The authors briefly, but carefully, summarize evaluations, which have given mixed results. They submit a plan which would bring in "hard evidence" as well as encourage new and creative solutions through its controlled flexibility.
- Menninger, Karl: *A Cultural History of Numbers*. (Translated from the German by Paul Broneer.) MIT Press, 1969. A scholar who is a good story teller and an entertaining writer, and who is blessed with a gifted translator, can, and here does, produce a big, beautifully composed, well-illustrated book about "number words and number symbols" and the history and meaning behind them. A book for browsing and for reference, not for reading through. The Press is right when it says the book "...will fascinate equally readers with an ear for words or with a head for numbers."
- Oettinger, Anthony G. with Marks, Sema: *Run, Computer, Run: The Mythology Of Educational Innovation — An Essay*. Harvard University Press, 1969. The author is in a prime position to discuss the possibilities and limitations of electronic innovation in education with some objectivity, and he does. The verve and humor of his style communicate the unskilled use of electronic resources in the classroom, and

incompetence and/or dishonesty of manufacturers. While believing that "educational technology holds great promise," the author counsels that "Human judgment and intuition must be injected at every stage to guide the computer in its search for solution."

Piaget, Jean: *John Amos Comenius On Education*. Teachers College Press, 1968. A new presentation of selections from the work of the great Czech pioneer in the promotion of universal education toward universal humanity. Piaget's Introduction sorts out the modern relevance from the mid-seventeenth century expression, and gives us "The Significance of John Amos Comenius at the Present Time."

Rickover, Hyman G.: *Swiss Schools and Ours: Why Theirs Are Better*. Little, Brown, 1962. Sponsored by Council for Basic Education. "...there are lessons for Americans in certain aspects of the Swiss system." Rickover's crusade is based on considerable study and firm conviction. Unfortunately, no bibliography or index.

Rogers, Carl R. *Freedom To Learn: A View Of What Education Might Become*. Charles E. Merrill, 1969. The author's concept of "student-centered teaching" is less a "method" or "system" than an "approach" based on his belief in humankind's basic impulse for learning, for growth, for "becoming a person." Throughout the diverse range of teaching situations possible, the results will be rewarding for teachers and students if the underlying faith in students, self and process remains clear.

Rosenthal, Robert and Jacobson, Lenore: *Pygmalion in the Classroom*. Holt, Reinhart and Winston, 1968. The already famous study in the workings of the "self-fulfilling prophecy." When teachers were told that certain children, actually selected at random, were likely to make a growth spurt in intelligence and performance, they did so, without teachers' awareness of special attention. Obvious implications for clinicians, also.

Rotzel, Grace: *The School in Rose Valley: A Parent Venture in Education*. John Hopkins University Press, Ballantine Books, paperback, 1971. A well-told account of an exciting adventure in cooperative action resulting in an educational experience planned to foster and feed intellectual curiosity, personal and social awareness and appreciation, competence in skills, flexible creativity, and joy in growth. This school, in continuous operation since 1929, was one of the first to have a school-wide screening and teaching plan for children with dyslexia-related language needs. (See Rawson, 1968, Section V.)

Sarason, Seymour B.: *The Culture of the School and the Problem of Change*. Allyn & Bacon, 1971. This is a first-rate study of the school as a social institution, drawing on many dimensions of school life and management, emphasizing ones often omitted — sociology and social psychology. The book's attention to personal values and role perceptions, with their social implications, offers positive suggestions for self-examination and ways of acting. An account of John Dewey's Laboratory School at the University of Ohio is appropriately illuminating. The book's style and physical layout make sustained reading an effort, albeit one which those interested in social change will find rewarding.

Silberman, Charles E.: *Crisis In The Classroom: The Remaking Of American Education*. Random House, 1970. A balanced, seasoned study presenting its criticism and constructive message in elegant and readable language. This is a comprehensive work, arising from careful observation, theoretically informed analysis, and documented examples of what is being done well as well as poorly on many educational levels. "The road to reform," says the author, "is always uphill." But he strengthens our heart for the ascent.

Torrance, E. Paul and Strom, Robert D., eds.: *Mental Health and Achievement: Increasing Potential and Reducing School Dropout*. John Wiley and Sons, paperback, 1965. Papers by psychologists, sociologists and educators explore many aspects of the needs of potential dropouts. Most of them recognize the facts and some implications of language skill inadequacy, but in one chapter only ("How Does It Feel to Fail?" by Lois French) have I found even brief consideration of the effects of reading failure itself on the student. In this volume the obvious treatment, showing these children that they *can* learn to read, still awaits guidance, motivations and adjustment.

U.S. Office of Education, Bureau of Education, Personnel Division, Report No. OE 58042: *Do Teachers Make a Difference? A Report on Recent Research on Pupil Achievement*. U.S. Gov't. Printing Office, 1970. Provocative rather than definitive; a good beginning of surveying a crying need.

VanTil, William: *The Making of a Modern Education*. Bobbs-Merrill, paperback, 1961. "The angry men who write angry books on education should be granted no monopoly....," says the author. Genial and informative essays.

Walcutt, Charles C., ed.: *Tomorrow's Illiterates*. Little, Brown, 1961. Introduction by Barzun. Good history of reading instruction. Convinced-eruders for phonetic approach to reading. Chapter VII — on "Phonic Systems — Proved and Available" — seemed the weakest for lack of discriminative evaluation.

White, Dorothy: *Books Before Five*. Oxford University Press, 1956. Perceptive, literate, play-by-play description of author's 2-5-year-old daughter and books — *good* books.

Whitman, Walt: "There Was a Child Went Forth," from *Leaves of Grass*, any edition. Should be reread periodically by every adult who deals with children.

Woodring, Paul: *Let's Talk Sense About Our Schools*. McGraw-Hill, 1953. A generally sane, balanced, intelligent, popular-level discussion of such topics as the permissive-authoritarian or the progressive-fundamentalist battle in the school world. Background reading.

IV. VARIOUS DEVELOPMENTAL AND REMEDIAL APPROACHES TO LANGUAGE LEARNING

Note: A few of these books overlap with those in Section VII, where the emphasis is mainly on teaching materials; several also overlap with Section V.

Abraham, Willard, ed.: *A New Look at Reading*. Porter Sargent, 1956. The "authorities" look at modern practices in reading instruction.

Advisory Committee on Handicapped Children, Department of Education and Science, 1972. Report: *Children with Specific Reading Difficulties*. London, Her Majesty's Stationery Office. A brief but official assessment of the needs of British children. Includes general recommendations.

Allen, Robert L. and Virginia F.: *Read Along With Me*. Teachers College Press, 1964. Packet for adult and child. The linguistics approach, first adapted by the authors for use with their own preschool child. Like all linguistics material, it is useful for our children. Attractive materials. For use by, not domination of, parent or therapist.

American Academy of Pediatrics: Statement on Doman-Delacato Treatment in *Newsletter*, December 1, 1965, p. 1. By AAP Executive Board.

Andersen, Lauriel E., ed.: *Helping the Adolescent with the Hidden Handicap*. Academic Therapy Publications, paperback, 1970. Realistic, practical advice by experts for laymen. The tone is of nonsentimental optimism, the presentation is attractively readable.

Ansara, Alice: *A Guide to the Teaching of Reading for Teachers of the Disadvantaged*. Educators Publishing Service, 1966. Useful for all ages, although written especially for the secondary level. Annotated list of materials and selected bibliography to date of publication.

Arena, John I., ed.: *The Child with Learning Disabilities: His Right to Learn*. Academic Therapy Publications, 1971. Papers from the 8th annual conference of the Association for Children with Learning Disabilities. Contains a keynote address on "Language Acquisition in Developmental Dyslexics," by Dr. Macdonald Critchley. (Issuance of these annual volumes is a regular service of this publisher.)

Arthur, Grace: *Tutoring as Therapy*. Commonwealth Fund, 1946. Organization of tutoring services, role of tutoring in therapy. The title alone is a valuable directive.

Asbed, Ruth-Alice; Masland, Mary Wooton; Sever, John L. and Weinberg, Miles M.: "Early Case Findings of Children with Communication Problems." *Volta Review*, 72:1, January, 1970. A two-stage community screening program, using a parental check list followed by an abbreviated clinical examination, provides a useful model for county health department help in detecting problems early in order to facilitate prevention of academic difficulties during school years.

Avery, M.L. and Higgins, A.: *Help Your Child to Learn How to Learn*. Prentice-Hall, 1962. Particularly helpful with the preschool child at home or in a small group. Coordination, percepts, and concepts.

Bangs, Tina: *Language and Learning Disorders of the Pre-academic Child. With Curriculum Guide*. Appleton-Century-Crofts, 1968. Sound, practical.

Bar-Adon, Aaron and Leopold, Werner F., eds.: *Child Language: A Book of Readings*. Prentice-Hall, 1970. This volume is important for all interested in language development. It is "an attempt to help the student of child language...find his way to some of the points of American and multi-lingual international research..." The selections "reflect the development of the study of child language from the 19th century to the present day." Comments by the editors before each article provide

historical perspective, explain the inclusion of the particular work, and suggest further articles by the same authors.

Baratz, Joan C. and Shuy, Roger W., eds.: *Teaching Black Children to Read*. Center for Applied Linguistics, 1969. Dialects as well as social conditions pose special problems. Clear and informative papers, especially from the "Applied Linguistics" viewpoint.

Barger, William C.: "An Experimental Approach to Aphasic and Non-Reading Children." *American Journal of Orthopsychiatry*, vol. 23, no. 1, January, 1953, pp. 158-69. The author describes remarkable results with a mirror technique.

Barry, Hortense: *The Young Aphasic Child: Evaluation and Training*. Alexander Graham Bell Association for the Deaf, 1961. Many practical suggestions for management and teaching for preschool and early grades.

Beasley, Jane: *Slow to Talk: A Guide for Teachers and Parents of Children with Delayed Language Development*. Teachers College Press, 1956. Seems comprehensive and practical.

Berry, Keith, ed.: *Dimensions in Early Learning*. Academic Therapy Publications, 1969. By 1969, Sixteen "Dimensions" described in small, separate, readable booklets.

Bleismer, E.P.: "A Comparison of Results of Various Capacity Tests Used With Retarded Readers." *The Elementary School Journal*, 56:400-402, May, 1956. Relation of group test scores to Stanford-Binet scores.

Bloomfield, Leonard and Barnhart, Clarence L.: *Let's Read: A Linguistic Approach*. Wayne State University Press, 1961. The first try in the increasingly popular "linguistics approach." Relies heavily on syllabic drill. The authors were fully aware of the alphabetic-phonetic regularities of English, so their whole-word, sound-based system for beginners is a vast improvement over reliance on visual recognition. See Fries, this section.

Bryngelson, Bryng and Mikalson, Elaine: *Speech Correction Through Listening*. Scott, Foresman, 1959. "A program of stories and games for retraining children with articulatory problems" — "a teacher's resource book." Much ear-training.

Cazden, Courtney B.: *Child Language and Education*. Holt, Reinhart and Winston, 1972. "Written for anyone, researcher or teacher, who seeks to improve children's communicative adequacy through education." This is a text in language-about-language for serious, but not necessarily sophisticated, professional-level students of this most important of all aspects of child development. It is likely to become required reading.

Cazden, Courtney B.: "Some Implications of Research on Language Development for Preschool Education." Hess, Robert D. and Bear, Robert M., eds.: *Early Education*. Aldine, 1968. Readers may find other papers in the same volume of considerable, if more general, interest.

Chall, Jeanne: *Learning to Read: The Great Debate*. McGraw-Hill, 1967. Careful reappraisal of the old data, and presentation of some new material on the question of how beginning reading can most effectively be taught. This book, a bombshell in the educational world, has crystallized concepts around "meaning emphasis" contrasted with "systematic phonics" as beginning approaches. A scholarly work, with the support and blessing of The Carnegie Foundation for the Advancement of Teaching and the Harvard Graduate School of Education, it should be convincing to any reader. (We, of course, were already convinced. We are delighted to have support for our views from this quarter, and heartened by the influence this book has had.)

Clark, Margaret M.: *Teaching Left-Handed Children*. Philosophical Library, 1959. This little volume (a 44-page abridgement of a longer report), based on a study of laterality in some 6,000 school children in Edinburgh, Scotland, finds no difference in personality or ability between left and right handers. Particularly good suggestions for teaching left-handed writers.

- Cole, Edwin M.: "Review of Delacato (1963)." See this section. *Harvard Educational Review*, vol. 34, no. 2, Spring, 1964, pp. 342-4.
- Cruikshank, Bentzen, Ratzeburg and Tannhauser: *A Teaching Method for Brain-Injured and Hyperactive Children: A Demonstration Pilot Study*. Syracuse University Press, 1961. A program well-researched and implemented in special classes in Montgomery County, Maryland, public schools.
- Daniels, J.C. and Diack, Hunter: "The Phonic Word Method." *The Reading Teacher*, vol. 13, no. 1, October, 1959, pp. 14-22. Experience in British schools; statistically documented. Use of *Royal Road Readers*. Compare current American "Linguistics Approach."
- de Hirsch, Katrina: "Stuttering and Cluttering: Developmental Aspects of Dysrhythmic Speech." *The Journal of Special Education*, 3:2, Summer, 1969. Clues for differential diagnosis of these different, but often confused, kinds of dysrhythmic speech, of which cluttering seems more closely associated with other language learning difficulties.
- Delacato, C.H.: *The Diagnosis and Treatment of Speech and Reading Problems*. Charles C. Thomas, 1963. Fuller description than 1959 (below) of the author's prescription for "cure" of inadequate neuromotor functioning. That problem solved, teaching the child to read becomes quite simple — but the argument leaves us, at best, skeptical. (For a neurologist's review, see Cole, this section; for pediatricians' comment, see the American Academy of Pediatrics *Newsletter*, this section.)
- Delacato, C.H.: *The Treatment and Prevention of Reading Problems*. Charles C. Thomas, 1959. "Posturalization" and training of patient's preferred side recommended. Drastic measures. One needs to know about this controversial panacea.
- Diack, Hunter: *Reading and the Psychology of Perception*. Philosophical Library, 1960. This point of view is implemented by the *Royal Road Readers*, in which phonics determines vocabulary. British origin.
- Doman, Glenn: *How to Teach Your Baby to Read: The Gentle Revolution*. Random House, 1964. Some parents can teach some children to read at two — spoken and graphic language simultaneously, in parallel. We remain unconvinced of the wisdom and desirability of the program on many counts — but judge for yourself.
- Downing, John: *Initial Teaching Alphabet*. Cassell, 1967. Report on results of the use of i/t/a in England. (Journal articles on American experience are not scarce.) I/t/a offers a system by which it is claimed that children learn to read and spell with the alphabet augmented to make possible phonetically dependable symbolic representation. Teacher and child become aware of the nature of the code. This device may be of special value because it helps the teacher to recognize and use phonetic structure.
- Downing, John et al.: *Comparative Reading: Cross-National Studies in Behavior and Process in Reading and Writing*. Macmillan, 1972. This book is the result of collaboration among over twenty international authorities. They analyzed the cross-national data in terms of "the effect on the cognitive awareness of the literacy learner" of the linguistic stimuli which surround him, or the cultural expectations of literacy, and in terms of the pertinent factors extraneous to the acquisition of the literacy itself.
- Durkin, Dolores: *Phonics and the Teaching of Reading*. Teachers College Press, paperback, 1965. "You can't teach what you don't know." This book was written for the many teachers and student teachers who do not know phonics. (See also Durkin's test, Section VI.) Seems incomplete, but will reach wide readership, with Teachers College authority, and perhaps lead further.
- Durrell, Donald: *Improving Reading Instruction*. World Book Encyclopedia, 1956. Reading as ordinarily taught. A very readable text, good in its field, but gives short shrift to language disabilities.
- Durrell, Donald: "The Influence of Reading Ability on Intelligence Measures." *Journal of Educational*

Psychology, vol. 24, September, 1933, p. 416. To what extent are group intelligence tests really reading tests?

Educational Testing Service: *Learning to Read: A Report of a Conference of Reading Experts*. Educational Testing Service, 1962. Supported by Carnegie Corporation and introduced by James B. Conant. Nineteen "authorities" agree that they and their teacher-trainees have said all along (!) that we must have phonics in reading instruction, but not phonics alone. The twentieth participant raises objection to the majority report and to the way of conducting the conference. "The Carnegie Study." All of the reports should be read in connection with Chall, this section.

Eisenson, Jon, ed.: *Stuttering: A Symposium*. Harper & Row, 1958. Several experts consider etiology and therapy. Perseverative Theory (by ed.). Many suggestions for treatment.

Engleman, Siegfried: *Preventing Reading Failure in the Primary Grades*. Science Research Associates, 1969. Material useful in the teaching of subskills for mastery of sound-symbol relationships, however one views the author's basic pedagogical theories.

Faigel, Harris C.: "Language Disability: Survey of an Elementary School for Dependent Children of Military Personnel." *American Journal of Diseases of Children*, 110:3, September, 1965, pp. 258-264.

Fernald, Grace M.: *Remedial Techniques in Basic School Subjects*. McGraw-Hill, 1945. The kinesthetic-visual method. Often effective, but minimizes reliance on the phonetic nature of our language. A whole-word approach.

Flesch, Rudolph: *The Art of Plain Talk*. Harper & Row, 1946. Gives a "readability formula for rating reading difficulty of prose." Useful, if not necessarily profound.

Flesch, Rudolph: *Why Johnny Can't Read — and What You Can Do About It*. Harper & Row, 1955. Many people feel that this stirred up a fruitful controversy. Perhaps Flesch had to shout from the housetops to get people to listen at all. Salt well!

Fries, Charles C.: *Linguistics and Reading*. Holt, Rinehart and Winston, 1962. Dr. Fries provides a liaison between the linguists and the educators using the linguistics approach to teaching reading. In transition from language-as-heard to language-as-seen, he would have the teacher, but not the child, conscious of sound-symbol associations at the phonemic level. This makes the learning route circuitous instead of conscious, direct, and with elements fully retrievable. Improves on Bloomfield and Barnhart, this section; but still seems to underestimate children's capacity for using system as a learning economy.

Gates, Arthur I.: *The Improvement of Reading: A Program of Diagnostic and Remedial Methods*. Macmillan, 1949. Detailed, often quoted treatment with much useful material. Quotes (and misquotes) Orton, pp. 311-312, to demolish him. Describes Monroe's methods (which she developed during and after association with Orton, 1925-28); misevaluates Orton's procedures as "similar to Monroe's...Gillingham's is based upon substantially the same underlying theory as the Orton program." Presumably the rest of his 652 pages are more accurately informed.

Gray, William S., ed.: *Reading in General Education*. Report of Committee on Reading in General Education of American Council on Education. American Council on Education, 1940. High school and college-level focus. Chapter IX on "Diagnosis and Remediation," by Ruth Strang, especially valuable at this level. Historic volume.

Gray, William S., ed.: *The Teaching of Reading and Writing: An International Survey*. UNESCO Monograph no. 10, 1956. A comparative study of teaching procedures.

Gunderson, Doris V.: "Reading Problems: A Glossary of Terminology." *Reading Research Quarterly*, 4:4, Summer, 1969, pp. 534-547. Definitions of terms and topics from the meetings and papers of the

Interdisciplinary Committee on Reading Problems, whose task forces were at work from 1966 through 1969. They were subjected to review and approval by the members of the Committee in the interests of clarity of communication among contributors from very diverse fields, obtaining enough favor to justify publication. Excellent for reference.

Hanna, Paul and Hodges, Richard: "Spelling and Communications Theory: A Model and Annotated Bibliography." *Elementary English*, May, 1963. Reprint from National Council of Teachers of English. See Hanna, et al., 1970, Section VII.

Hardy, William G.: *Communication and the Disadvantaged Child*. Williams & Wilkins, 1970. This book reports on the conference sponsored by the U.S. Children's Bureau in 1969. It presents the formal papers first, following them with the meat of the discussions arranged as a dialogue among the participants. A forward-looking presentation indeed, written in a cogent, pleasant style augmented by drawings of children by Aaron Sopher. Concerned with language of the young child, with problems of both urban and rural conditions, and with dialectal differences.

Harris, Albert J., ed.: *Casebook On Reading Disability*. David McKay, 1970. Sixteen cases describe the nature, treatment, and measure of success with twelve boys and five girls, including one pair of twin sisters. Taken from a variety of settings, the cases include that of "Fred," followed from age ten through age thirty, when he was a successful graduate of an art institute and a gifted teacher of art. They reflect a variety of problems, and diagnostic and treatment approaches.

Harris, Albert J.: *How To Increase Reading Ability*. 5th ed., David McKay, 1970. A considerably revised and enlarged edition. A useful general work for teachers and students of reading development and its disorders. The appendices provide exhaustive references to tests and their sources, books graded for use in remedial reading, publishers and their addresses, and the Stone Revision of the Dale List of 769 Easy Words. Very useful.

Hodges, Richard E. and Rudolf, E. Hugh, eds.: *Language and Learning To Read: What Teachers Should Know About Language*. Houghton Mifflin, paperback, 1972. This is a collection of works by many authors, useful for teacher education courses and for the general reader who wishes to know more of the linguistics approach. The editors stress that their interest is focused on learning, rather than teaching, to read.

Hoffman, L.W. and Hoffman, M.L., eds.: *Review of Child Development Research*. Russell Sage Foundation, vol. 1, 1964; vol. 2, 1966. Includes several chapters on language development.

Holmes, Jack A.: *The Substrata-Factor Theory of Reading*. California Book Company, 1953. Later elaborations in International Reading Association journals and elsewhere.

Johnson, Wendell: *Stuttering and What You Can Do About It*. University of Minnesota Press, 1961. A psychological and practical approach to the problem. Addressed to clinicians, teachers, parents, and stutterers themselves. Labeling may intensify the problem.

Kavanagh, James F. and Mattingly, Ignatius, eds.: *Language by Ear and by Eye: The Relationships Between Speech and Reading*. MIT Press, 1972. A collection of papers from the forefront of research in linguistics and the development of language in the individual and the race.

Kavanaugh, James, ed.: *The Reading Process*. National Institute of Child Health and Human Development, National Institutes of Health, 1968. A full transcription of the Proceedings of the Conference on Communicating by Language, New Orleans, February, 1968. Focus on "the process of reading rather than its pedagogy." Emphasis on research, recent or in process, and our lack of knowledge of fundamental processes.

Kephart, Newell C.: *The Slow Learner in the Classroom*. Charles E. Merrill, 1960. "Slow," but not necessarily mentally retarded. Many useful procedures for perceptual and motor development, but should not be substituted for direct language teaching.

- Kirk, Samuel A. and Becker, Wesley, eds.: *Conference on Children With Minimal Brain Impairment*. National Society for Crippled Children and Adults, 1963. Papers from the conference.
- Kirk, Samuel A. and Kirk, Winifred D.: *Psycholinguistic Learning Disabilities: Diagnosis and Remediation*. University of Illinois Press, 1971. For users of the *Illinois Test of Psycholinguistic Abilities* (ITPA). Background theory, research studies, testing procedures and results, suggestions for clinical teaching procedures pinpointed to diagnoses with flexibility and ingenuity.
- Kronik, Doreen, ed.: *They, Too Can Succeed: A Practical Guide for Parents of Learning-Disabled Children*. Academic Therapy Publications, paperback, 1969. The children discussed have several kinds of problems, including language disabilities. Papers chosen especially for parents and classroom teachers.
- Lefevre, Carl A.: *Linguistics and the Teaching of Reading*. McGraw-Hill, 1964. Informative about language patterns, rhythms, intonation, etc., but relatively uninformed about the use children and teachers can make of the phonemic structure of the language. Like many people, he seems sure that phonemic knowledge and skill will always be mistaught and that this way surely lies "mere word calling."
- Marckwardt, Albert H., ed.: *Linguistics in School Programs*. (The Sixty-ninth Yearbook of the National Society for the Study of Education, Part II.) University of Chicago Press, 1970. Seventeen authors, including the editor, have contributed to this work. In his "Epilogue" the editor discusses linguistics as a discipline in terms of basic impact on education, rather than as an assortment of techniques. The papers are clearly written, with few technicalities. The reader interested in Specific Language Disability will have to make the inherent, possible, and useful connections for himself or herself.
- McCarthy, James J. and McCarthy, Joan F.: *Learning Disabilities*. Allyn & Bacon, 1969. The authors reach out to cover a great deal of diverse material and many outlooks in only 138 pages, without advocating a special point of view. The points of view of leaders in the field seem fairly presented, but it seems that a volume such as this is inordinately brief for its stated aim, and might well include bibliographic references to more of the practitioners' published works.
- McCracken, Glenn: *The Right to Learn*. Henry Regnery, 1959. The author analyzes the failures of reading instruction as he has observed them, and describes his procedure, "visual phonics," used successfully since 1949 in New Castle, Pennsylvania, public schools.
- Menyuk, Paula: *The Acquisition and Development of Language*. Prentice-Hall, 1971. This is a state-of-the-art summary of what is known about "the acquisition and development of (spoken) language," in the species and individual alike. The author examines normal, delayed, and deviant forms of spoken language; little attention is given to other forms of language. This is a "basic book" for those studying the whole complex of human language, although a not inconsiderable effort is required to assimilate it.
- Monroe, Marion: *Children Who Cannot Read*. University of Chicago Press, 1932. Diagnostic tests in Appendix, and some good ideas and informative tables. The first statistical study, under Samuel T. Orton, of reading disability in a population. Classic.
- Monroe, Marion and Rogers, Bernice: *Foundations for Reading: Informal Pre-Reading Procedures*. Scott, Foresman, 1964. From infancy through first grade. For classroom teachers. Supersedes Monroe's *Growing Into Reading*.
- Montessori, Maria: *The Montessori Method*. Introduction by J. McV. Hunt. Schocken Books, paperback, 1964. This will serve as a reintroduction to Dr. Montessori's work and to other books now once more in print. The Introduction is particularly valuable in rationally relating the Montessori way to modern affective and cognitive psychologies. Here, as elsewhere, says Hunt, cultism could lead to limitation, not liberation.

- Myklebust, Helmer R.: *Development and Disorders of Written Language*. Grune & Stratton, 1973. The subtitle "Studies of Normal and Exceptional Children" indicates the content. Fairly wide range of exceptionality.
- Myklebust, Helmer R., ed.: *Progress in Learning Disabilities*, vol. I and vol. 2. Grune & Stratton, 1967 and 1971. Whereas vol. I is focused on definition, diagnosis and identification, vol. II deals with "points of view, rationales, principles, techniques and application of diagnostic findings. The overriding consideration is how learning can be fostered." A reference book of twelve erudite chapters. (See Johnson and Myklebust, *Learning Disabilities: Educational Principles and Practices* for greater specificity of treatment. Section V.)
- Personke, Carl R.: "Effect of Systematic Instruction on Ability to Generalize in Spelling." *The Elementary School Journal*, 68:2, 71-75, November, 1967. Comparison of children in one Scottish and one U.S. school.
- Pooley, Robert C.: *Teaching English Usage*. Appleton-Century-Crofts, 1946. A sound, practical text. The author considers problems of correct usage with clarity and tempered judgment. For high school and college students and anybody's teacher.
- Postman, Neil and Weingartner, Charles: *Linguistics: A Revolution in Teaching*. Dell, 1966. This is a clearly written introduction to the relation of modern linguistics in the school to many areas of language and its learning/teaching. The linguistic approach is obviously important to those interested in "teaching the language as it is to the children, as they are," and its implications for both form and content of teaching and remediation are profound. The importance of working from spoken to written language, instead of vice versa, is a vital concern of the authors of this book, as of other linguistic scientists.
- Prentice, Norman M. and Sperry, Bessie B.: "Therapeutically Oriented Tutoring of Children with Primary Neurotic Learning Inhibitions." *American Journal of Orthopsychiatry*, XXXV, no. 3, pp. 521-530. Discusses brief tutorial intervention by therapist (for clarification), collaborative therapy and tutoring (with roles well defined for therapist and tutor and to child) and therapeutic tutoring alone (by dynamically oriented tutor, but with primary focus on tutoring). Value of reality orientation to learning problems and need for their solution in development of ego strengths emphasized. (1963)
- Preston, M.I.: "The Reaction of Parents to Reading Failures." *Child Development*, 10:173-9, 1939. Evidence of destructive influence of parental anxiety upon children with reading difficulties.
- Preston, Ralph C.: "Reading Achievement of German and American Children." *School and Society*, 90:2214, October 20, 1962. A survey of reading of 4th and 6th grade boys and girls in Philadelphia and Wiesbaden. Differences tend to favor American learners, on the whole, but with more American boys than German boys retarded, and 6th grade German girls having more trouble than boys. None of the differences is highly significant, but the reversal of sex positions suggests operation of cultural factors.
- Radler, D.H. with Kephart, Newell C.: *Success Through Play*. Harper & Row, 1960. Equipment and procedures for stimulating coordinated motor, perceptual, and language development in preschool years.
- Ralph Jane B.; Goldberg, Miriam L. and Passow, A. Harry: *Bright Underachievers*. Teachers College Press, 1966.
- Rawson, Margaret B.: "Teaching Children with Language Disabilities in Small Groups," in Calkins, *Reading Forum*, see Section V; in *Journal of Learning Disabilities*, 4:1, January, 1971, pp. 22-30. This paper, commissioned by the Secretary's (Health, Education and Welfare) Commission on Dyslexia and Related Reading Disorders, surveys the procedures which seem appropriate, with modifications, from the clinical material designed for individual teaching, through the "corrective" remedial approaches, to the basal, or developmental, programs and their uses.

- Reed, Lorna C. and Klopp, Donald S.: *Phonics for Thought*. Comet Press, 1957. A practical, eclectic method for group use. Out of print but worth a search. Gillingham-informed. Easy to read and use. Many lively, ingenious exercises and games.
- Robinson, Helen M., ed.: *Reading Instruction in Various Patterns of Grouping*. University of Chicago Press, Supplementary Education Monographs, December, 1959. Material from 1959 Conference on Reading at University of Chicago.
- Robinson, Helen M.: *Why Pupils Fail in Reading*. University of Chicago Press, 1954. Multiple causation — compare Monroe, above. Often cited. Contains some statistical inadequacies.
- Roucek, Joseph S., ed.: *The Difficult Child*. Philosophical Library, 1964. Contains articles: "The Child with Language Problems," "The Poor Writer," "The Poor Reader," "The Slow Learner," etc.
- Ruchlis, Hy: *Guidelines to the Education of Nonreaders*. Book-Lab, 1973. Those who face perhaps the most difficult of all nonreading groups, the inner-city teenagers and the boys and girls in correctional schools and prisons, will find both hope and help here. The author got his start from Drs. Cecelia Pollack and Patrick Lane, with whom he has worked, and whose books are available from the same publisher. (See Section VII.) Specifically applicable psychological and educational principles are interspersed with very real case-story narratives. A readable and useful volume.
- Schonell, Sir Fred J.: *The Psychology and Teaching of Reading*, 4th ed. Philosophical Library, 1961. British and Australian background. Author was Vice-Chancellor, University of Queensland.
- Schoolfield, Lucille D.: *Better Speech and Better Reading: A Practice Book*. Expression, 1937, 1951. Author also connected with "Phonovisual Method." Some speech-diagnostic sentences and practice material.
- Seymour, Dorothy Z.: "The Difference between Linguistics and Phonics." *The Reading Teacher*, 23:2, November, 1969, pp. 99-102 and 111. Exactitude, say the linguists, puts the user in control of the symbols which represent language, in talking about as well as learning and manipulating sounds, letters, words and meanings. The terminology of our thinking and teaching does matter.
- Siegel, Ernest: *Special Education In The Regular Classroom*. John Day, 1969. This book builds a case in favor of educating many exceptional children in the regular classroom, with appropriate adjustments and resources. An important chapter is "The Teacher's Role: Techniques for Solving Nine Basic Problems." The book is a major contribution to classroom teachers who must help exceptional children in the regular classroom, explaining common problems, as well as offering practical suggestions for use.
- Smith, D.E.P. and Carrigan, P.M.: *The Nature of Reading Disability*. Harcourt Brace Jovanovich, 1959. Still another theory as to cause and cure: biochemical-endocrine balance. Examine critically.
- Smith, Henry P. and Dechant, Emerald: *Psychology in Teaching Reading*. Prentice-Hall, 1961. General text.
- Smith, Mortimer: "The Reading Problem." *American Scholar*, 38:3, 431-440, Summer, 1969. Puts the case against the current common methods of teaching reading, and the ideas of their supporters in many fields, before members of Phi Beta Kappa and others who read its journal.
- Smith, Nila Banton: *Reading Instruction for Today's Children*. Prentice-Hall, 1963. Comprehensive text for teacher education from a former president of the International Reading Association.
- Smith, Robert M., ed.: *Teacher Diagnosis of Educational Difficulties*. Charles E. Merrill, 1969. Frankly first-aid approach.
- Stern, Catherine and Gould, Toni S.: *Children Discover Reading: An Introduction to Structural Reading*. Random House, paperback, 1965. This procedure, analogous to Stern's "Structural Arithmetic" seems

sound and direct, despite what seems to us an overuse of color in type. We may be prejudiced by long agreement in theory and practice with much of the authors' approach, but this only makes us the sadder that they have cast others, by unsupported allegations, into a single basket of foolish phoneticians unconcerned with meaning, to be rejected for not following *their* way. Nevertheless, we are indebted to them.

Stodolsky, Susan S. and Lesser, Gerald: "Learning Patterns in the Disadvantaged." *Harvard Educational Review*, 37:4, 546-593, Fall, 1967. Cultural patterns and socio-economic levels of mental test results in young school children of four ethnic groups. Makes a case for "equality of opportunity for maximum development," with due respect for individuality of groups and persons.

Tarnopol, Lester, ed.: *Learning Disabilities: Introduction to Educational and Medical Management*. Charles C. Thomas, 1971. Skillful editing makes this a book presenting a unified body of information, emphasizing throughout the importance of both educational and medical people's working together to evaluate and educate the child with learning disabilities. Designed for both parents and professionals in the broad fields of learning disabilities, including specific language difficulties.

Tinker, Miles A.: *Preparing Your Child For Reading*. Holt, Rinehart and Winston, 1971. This is not a "Teach your preschooler to read" book, but a practical guide for parents, offering sound suggestions regarding learning through a variety of play and other kinds of experiences. Specific suggestions regarding creative use of everyday materials are appealing. An excellent list of books for reading to young children is provided, as well as a list of those to be read by children just learning to read.

Tinker, Miles A. and McCullough, Constance: *Teaching Elementary Reading*. 3rd ed. Appleton-Century-Crofts, 1968. A well-written text in the currently "approved" methods by authors who are recognized as "authorities." A fine chapter on the teacher's own reading. The authors give short, but partly accurate, shrift to Orton. Reading disabilities are not mentioned — presumably don't occur if children are well taught *this* way. Still, it's a good book of its genre.

Trillingham, C. C., Los Angeles Superintendent of Schools: *An Exploratory Study of Children with Neurological Handicaps in School Districts of Los Angeles County*. Los Angeles County no. 65, April, 1963. Six-year field study and definition, statistical results of experimental classes. Much concerning diagnosis, etc. Little pedagogy. Careful pilot study for work going on in many California school districts.

UNESCO Publications. There are several, on which we do not have catalog information, which concern the teaching of reading and the worldwide problem of illiteracy. Important background and perspective on our own problems.

Van Riper, Charles: *Helping Children Talk Better*. Science Research Associates, 1951. The normal development of speech and some problems. Clearly and interestingly written for the layman. Practical and helpful.

Van Riper, Charles (Johnson, Wendell, ed.): *Stuttering*. National Association for Crippled Children and Adults, 1948. Pamphlet prepared for American Speech and Hearing Association, addressed primarily to parents.

Vernon, M. D.: *Backwardness in Reading*. Cambridge University Press, 1957. A scholarly English survey of the problems of poor reading. Little of American SLD literature; prognosis for retarded readers seems to me unduly pessimistic.

Wiener, Morton and Cromer, Ward: "Reading and Reading Difficulty: A Conceptual Analysis." *Harvard Educational Review*, 37:4, 620-643, Fall, 1967. Semantically clarifying discussion of nature of reading and assumptions as to etiology of difficulties. The way of approach is of special value, whatever the reader's viewpoint.

- Wilkinson, Andrew: *The Foundations of Language: Talking and Reading in Young Children*. Oxford University Press, paperback, 1971. Here is an excellent introduction to language development, including a look at the language environment, the relationship of oral language to learning to read, the various approaches to teaching reading, and other information. Traditional and current points of view are described. The book can be valuable introductory material for speech and language clinicians, reading specialists, and language arts teachers.
- Wilson, Robert M.: *Diagnostic and Remedial Reading*. Charles E. Merrill, 1967. Classroom, traditionally oriented. One page about "so-called non-reader" says that "all known methods...have failed to teach him to read."
- Wilson, Robert M. and Hall, Maryanne: *Reading and the Elementary School Child*. Van Nostrand Reinhold, 1972. A well-organized and well-written survey of the current research and practices in the teaching of reading in the classroom by a variety of sight recognition techniques, with analytic phonics added later. A basal reader approach, which does not discuss remedial techniques nor, apparently, see much need for them. The non-reader is apparently still only "so-called" (see Wilson, 1967, this section.)
- Wood, Nancy E., ed.: *Language Development and Language Disorders*. Monograph of Society for Research in Child Development, 1960. Lectures at a symposium.
- Wood, Nancy E.: *Language Disorders in Children*. National Society for Crippled Children and Adults, 1959. Based on a study of 1,000 children at Cleveland Hearing and Speech Center, and the author's wide experience.
- Wyatt, Gertrude L.: *Language Learning and Communication Disorders in Children*. Free Press, 1969. Contains an excellent discussion of the interaction between adults and children in learning early language. The emphasis throughout is on the importance of the psychological development of the child as well as the maturational aspects. Problems covered include severe articulation disorders, multiple motor-perceptual and language problems, and especially stuttering. Pertinent, multilingual bibliography of some 500 titles.

V. SPECIFIC LANGUAGE DISABILITY

This is by no means a complete listing. Most of the references to Minimal Brain Dysfunction are in Section IV. Readers are referred especially to the annual *BULLETIN of The Orton Society*. They will find this resource indispensable for concurrent reference. An index for vols. 1-21, and a listing of the contents of vols. 22 and 23 are now available from The Orton Society. See Publishers' List for address.

Arena, John I., et al., eds.: *Teaching Educationally Handicapped Children*. Academic Therapy Publications, 1967. Papers from a conference on practical methods for classroom and clinic teachers. Generally brief, and of varying quality, but all use-tested and found helpful. Many other individual papers and focused collections available from the same source. Mostly for parents and classroom teachers.

Arthur, Grace: "An Attempt to Sort Out Children with Specific Reading Disability from Other Non-Readers." *Journal of Applied Psychology*, 11:251-63, 1927. Testing procedures. Note date.

Bakker, Dirk J. and Satz, Paul, eds.: *Specific Reading Disability: Advances in Theory and Method*. Rotterdam (Netherlands) University Press, 1970. This is a series of papers from the 16th International Congress of Applied Psychology, Amsterdam, 1968. The authors are concerned variously with neuropsychological development, laterality and functional asymmetry of the brain (both hemispheres), the possibility of genetic predisposition to maturational lag, and the contributions of sequencing and temporal order perception to language learning.

Bannatyne, Alexander: *Language, Reading and Learning Disabilities: Psychology, Neuropsychology, Diagnosing and Remediation*. Charles C. Thomas, 1971. This is a large, comprehensive, and discursive book covering many aspects of the problem in great detail: "the neurological, psychological, emotional, motivational, cognitive, psycholinguistic, genetic, and cultural aspects of language and reading, both normal and abnormal but excluding sensory or motor organ defects." The author presents his own points of view, integrating information provided by others. See also the author's briefer presentation, below.

Bannatyne, Alexander: *Reading: An Auditory Vocal Process*. Academic Therapy Publications, paperback, 1973. Brief (96 pages), carefully reasoned, clearly stated, nutshell version of the author's central concepts. Adds "articulemes" (sounds as spoken) and "optemes" (visible forms of print) to the more familiar phonemes (sound units as heard) and graphemes (symbols written to correspond with sounds), as he orders language and its learning. Combines linguistics concepts with his preferred methods.

Bannatyne, Alexander and Wichiarojote, Penny: "Relationships Between Written Spelling, Motor Functioning and Sequencing Skills." *Journal of Learning Disabilities*, 2:1, 4-16, January, 1969. Fifty normal third-grade children were studied intensively to determine relationships of several psychological, neurological, and motor functions to their learning to spell, with emphasis on the nature of spelling and the demands it makes on component auditory receptive and processing skills. Some implications for the teaching sequences are discussed in considerable detail. Concern is with unselected children, with few disabilities in language learning. Useful glossary.

Bannatyne, Alexander and Wichiarojote, Penny: "Hemispheric Dominance, Handedness, Mirror Imaging and Auditory Sequencing." *Exceptional Children*, September, 1969. The same fifty third-grade children as in paper above provide data for the intensive study of several psychological correlates. Distinctions made between learned and unlearned handedness and the bilateralism of optimally functioning brains and the inadequate lateralization of "minimally dysfunctioning brains." Papers of these authors demonstrate high creativity in the formulation of provocative and stimulating hypotheses, although sometimes based on admittedly slim evidence numerically, and on many findings whose statistical significance seems to overshadow clinical definitiveness. (However "significant" $r = .42$ may be, the more practically meaningful $r^2 = .17$ shows little relationship between two factors.) Important studies nonetheless.

- Bender, Laurretta: "Problems in Conceptualization and Communication in Children with Developmental Alexia." Chapter 11 in Hoch and Zubin, eds. *Psychopathology of Communication*. Grune & Stratton, 1958. Maturational lag in motor and linguistic development, and other matters by a pioneer in the Specific Language Disability field.
- Benton, Arthur L.: "The Problem of Cerebral Dominance." *The Canadian Psychologist*, 6a:4, October, 1965. Also reprinted in *BULLETIN of The Orton Society*, XVI, 1966. A complement to Subirana, this section, especially in its discussion of the functions of the hemisphere nondominant for language but often involved in language behavior through the interaction of its distinctive controls with those specific to the language dominating hemisphere. With the corpus callosum intact, man has one brain, not two, and the hemispheres interact with a complexity which science is just beginning to fathom.
- Benton, Arthur L.: *Right-Left Discrimination and Finger Localization*. Harper & Row, 1959. Where do developmental language disorders fit in? Standardized tests included.
- Berry, Mildred Freburg: *Language Disorders of Children: The Bases and Diagnosis*. Appleton-Century-Crofts, 1969. Contains a readable discussion of the function of the central nervous system in language learning, a review of testing for language problems with valuable specifics, and many practical suggestions for remediation. Appendices include a good selection of specific tests for evaluating children's language skills. There is also a helpful glossary of terms used in the text.
- Bryant, N. Dale: "Characteristics of Dyslexia and Their Remedial Implication." *Exceptional Children*, 31:195-199, December, 1964. Not to promote amateur diagnosis, but to alert the teacher to symptoms and to suggest some useful helping procedures.
- Calkins, Eloise, ed.: *Reading Forum*. National Institute of Neurological Diseases and Stroke Monograph 11, 1970. The 18 papers here compiled were among those presented to the Secretary's (HEW) National Advisory Committee on Dyslexia and Related Reading Disorders. They include theory and pedagogy — all ages. Many of the papers are by authors well-known in the dyslexia field.
- Carlson, Paul V. and Greenspoon, Morton K.: "The Uses and Abuses of Visual Training for Children with Perceptual-Motor Learning Problems." *American Journal of Optometry & Archives of American Optometry*, 45:3, March, 1968. The authors decry narrow specializing in visual-motor treatment, recommend "a multi-disciplinary approach synthesizing clinical services with scientific verification," since "a perceptual-motor problem is seldom found in isolation from other symptoms and causative factors."
- Chalfant, James C. and Scheffelin, Margaret A.: *Central Processing Dysfunctions in Children: A Review of Research*. Final report of Task Force III, National Institute of Neurological Diseases and Stroke. Contract No. PH-43-67-61. Important, well-planned, well-written volume.
- Childs, Sally B., ed.: *Education and Specific Language Disability: The Papers of Anna Gillingham, M.A., 1919-1963*. The Orton Society, Monograph 3, 1968. Pedagogical collaborator with S. T. Orton. Monograph includes biography, papers, history of the Gillingham Manuals, list of Miss Gillingham's trainees. She was already using a multi-sensory approach to teaching before she became associated with Dr. Orton.
- Childs, Sally B.: "Sound Reading." *New Frontiers in Reading: Proceedings, International Reading Association*, 1960. Address to IRA Conference, 1960. Relates the alphabetic, or "synthetic phonic," way of teaching reading to the nature of English and to developmental as well as remedial reading programs. Orton Society reprint.
- Clarke, Louise: *Can't Read, Can't Write, Can't Takl Too Good, Either: How to Recognize and Overcome Dyslexia in Your Child*. Walker, 1973. (Available from Educators Publishing Service.) "Mike Clarke's" long, courageous, baffling, ultimately successful struggle involved his family, his schools and others, but

especially the chronicler, his mother, who tells his tale vividly, high-heartedly, often humorously, but never with undue sentimentality or overdramatization. Once begun, this book is hard to put down.

Interspersed chapters interpret events in the light of later understanding. Visits to Mike's schools, and others as they are today, show a measure of progress, but a directory of facilities leaves much to be desired.

Dr. Archie Silver writes the enthusiastic preface, and every parent, teacher and dyslexic student will join the applause. A major contribution to public understanding, with an inspiring lift.

Clements, S.D. and Peters, J.E.: "Minimal Brain Dysfunctions in the School-Age Child." *Archives of General Psychiatry*, 6:185-197, 1962.

Clemmens, Raymond L.: "Minimal Brain Damage in Children: An Interdisciplinary Problem: Medical, Paramedical, and Educational." *Children: An Interdisciplinary Journal for Professions Serving Children*, 8:179-183, 1961. A careful, three-year study of 525 children with handicapping problems found 19% in MBD category. Here they are clearly described in brief compass, and related to Specific Language Disability symptoms, though *typical* Specific Language Disability children do not evidence brain damage.

Clemmens, Raymond L.: "Obscure Causes of School Failure — A Pediatric Point of View." Paper presented at the Council for Exceptional Children, April 3, 1964. The Orton Society, Monograph 1, 1965. Differentiates the brain-damaged child from the one whose problems are of constitutional, apparently genetic, origin. Available as a reprint.

Cohn, Robert: "Delayed Acquisition of Reading and Writing Abilities in Children." *Archives of Neurology*, 4:153-165, June, 1961.

Cole, Edwin M.: "The Neurological Aspects of Defects in Speech and Reading." *New England Journal of Medicine*, 226:977, June, 1942. Orton Society reprint.

Cole, Edwin M.: "Specific Reading Disability: A Problem in Integration and Adaptation." A paper read before the New England Ophthalmological Society, April 20, 1949; first printed in *American Journal of Ophthalmology* and reprinted by The Orton Society. Good introduction to Specific Language Disability concepts.

Cole Edwin, M. and Walker, Louise: "Reading and Speech Problems as Expressions of a Specific Language Disability." *Disorders of Communication*, Vol. XLII, Research Publications of the Association for Research in Nervous and Mental Disease, 1964. The problem of stuttering, here given its due, belongs in this complex, but is often neglected. Orton Society reprint.

Cratty, Bryant J.: *Psychology and Physical Activity*. Prentice-Hall, 1968. Written primarily for specialists and teachers of physical education. Final chapter, pp. 199-205, "The Clumsy Child Syndrome," puts this case simply, succinctly, and with surprising completeness for so brief a treatment. Recommended.

Critchley, Macdonald: *Developmental Dyslexia*. William Heineman Medical Books, and Charles C. Thomas, 1964. A succinct, comprehensive description of Specific Language Disability, with emphasis on its etiological relation to heredity, cerebral immaturity, and confused dominance. Little discussion of details of therapy.

Critchley, Macdonald: *The Dyslexic Child*. Charles C. Thomas, 1970. A new edition of the author's *Developmental Dyslexia*. Much new material brings up to date criticism of "myths" surrounding the disability, replaces them with constructive ideas, and takes a more optimistic view of the dyslexic's possible future. The author, as President of the World Federation of Neurology, has been a leader in promoting international understanding of this worldwide phenomenon — dyslexia.

- Crosby, Robert M.N., with Liston, Robert A.: *The Waysiders: A New Approach to Reading and the Dyslexic Child*. Delacorte Press, 1968. The approach will not seem new to readers of dyslexia literature, who will find it good as far as it goes, but incomplete. Well-written for the layman. Especially good on the reading process, weakest on treatment.
- Cruikshank, William M., ed.: *The Teacher of Brain-Injured Children: A Discussion of the Bases for Competency*. Syracuse University Press, 1966. The editor postulates "tissue damage" as a basic etiological factor, but includes children with language disorders in the group considered. Papers and comments from a seminar composed of eighteen persons he considered highly competent in their respective fields. While the child population discussed includes a wider range, and many groups which do not properly fall within what might be called the "Orton Syndrome," there is much overlapping of information needed by teachers as "bases for competency."
- de Hirsch, Katrina: "Psychological Correlates of the Reading Process." *Proceedings of the International Reading Association*, 1962. The relation of maturational organization in various modalities to competent functioning in language.
- de Hirsch, Katrina: "Specific Dyslexia or Strephosymbolia." *Folia Phoniatrica*, 4:231, 1952. Scholarly, lucid, reality-based.
- de Hirsch, Katrina: "Two Different Categories of Learning Difficulties in Adolescents." *American Journal of Orthopsychiatry*, 33:87-91, January, 1963. Distinction should be made between the bright boys who are severely disturbed psychologically, and those whose emotional problems are secondary to residual developmental language deficits. The treatment indications differ markedly.
- de Hirsch, Katrina; Jansky, Jeanette; and Langford, William: *Predicting Reading Failure*. Harper & Row, 1966. Fifty-three children were tested extensively in kindergarten and followed through second grade to determine the predictive efficiency of thirty-seven tests. Ten tests, used conjointly, provided a highly predictive index of degrees of success in learning to read. See also, "Early Prediction of Reading Failure" in *BULLETIN of The Orton Society*, XVI, 1966.
- Doehring, Donald, et al.: *Patterns of Impairment in Specific Reading Disability: A Neuropsychological Investigation*. Indiana University Press, 1968. Reprinted in 1973 by McGill University. Sample studied comprised thirty-nine boys, retarded readers, thirty-nine each girls and boys, normal readers. The author squeezed this orange very dry, with computer as assistant extractor, with many tests and exhaustive statistical analyses. The study must be read carefully and sequentially, but well repays the effort. Informative within the limits of its data, and suggestive of future explorations.
- Drew, A.L.: "Neurological Appraisal of Familial Congenital Word Blindness." *Brain*, 79:440, 1956. Based on three carefully studied cases.
- Edgington, Ruth: *Helping Children with Reading Disability*. Developmental Learning Materials, 1968. Soundly based in theory and empathy, but relies almost exclusively on standard "remedial reading" materials for useful, though not apparently sequentially arranged, specific helps. Good section on handwriting, both print and "cursive."
- Eisenberg, Leon: "Office Evaluation of Specific Reading Disability in Children." *Pediatrics*, 23:997-1003, May, 1959. A screening procedure for the physician.
- Eisenberg, Leon: "Reading Retardation: I. Psychiatric and Sociological Aspects." *Pediatrics*, 37:2, February, 1966. Companion to Klapper's paper; an informed, comprehensive total. Good reading, too.
- Ellingson, Careth: *The Shadow Children: A Book About Children's Learning Disorders*. Topaz Books, 1967. Apparently hastily written in response to public interest aroused by author's *Saturday Review* article (April 16, 1966). Contains many errors of fact and judgment both in text and commercially compiled directory of diagnostic and treatment resources, along with much correct and highly readable information. Most useful when it leads readers to further exploration.

- Eustis, R.S.: "Specific Reading Disability: Familial Syndrome Associated with Ambidexterity and Speech Defects and Frequent Cause of Problem Behavior." *New England Journal of Medicine*, 237:243, 1947. Evidence of genetic origins of language problems by a neurologist long active in this field.
- Falck, Frank J. and Velma T.: "Communicative Disorders: A Multidisciplinary Problem." *Journal of the American Medical Association*, vol. 178, October 21, 1961., pp. 290-295. The prevalence of speech and hearing disorders is easier for both layman and physician to observe than are language disorders, but they are related. Early detection makes for minimizing of handicaps.
- Filbin, Robert L.: "A Classroom Experiment in Remedial Reading." *New Hampshire Educator*, 36:11, November, 1956, pp. 14-15. Work done in Peterborough, New Hampshire, schools.
- Filbin, Robert L.: "Reading: The First 'R' and How It Is Taught in Lincoln." *The Weathervane*, Bulletin of the Lincoln, Massachusetts, Public Schools, 3:2, November, 1960. A report of an integrated, elementary school-wide program of developmental, preventive and remedial teaching, based on the alphabetic method. Statistical evidence of highly significant gains.
- Flower, Richard M.; Gofman, Helen F.; and Lawson, Lucie I., eds.: *Reading Disorders: A Multidisciplinary Symposium*. F.A. Davis, paperback, 1965. A University of California at San Francisco Medical Center symposium; explores diverse fields. Particularly valuable is Leon J. Whitsell's "Neurologic Aspects of Reading Disorders," with its overview of the field and its extensive bibliography.
- Franklin, Alfred White and Naidoo, Sandhya: *Assessment and Teaching of Dyslexic Children*. Bath Association for the Study of Dyslexia, 1970. Excellent lectures from a training course for teachers, covering varied theoretical and practical aspects of the subject as seen by British authorities.
- Frierson, Edward and Barbe, Walter: *Educating Children with Learning Disabilities: Selected Readings*. Appleton-Century-Crofts. A useful collection of papers from many journals, representing most of the well-known, and some of the lesser authorities in the field, with a variety of viewpoints. Covers theoretical, diagnostic and pedagogic aspects of the problem. Teachers in the growing number of university courses will welcome this adjunct to their texts and lectures. A reference and review work, to be read selectively. Six-page glossary should help beginners and cross-disciplinary users. (1967)
- Gallagher, J. Roswell: "Can't Spell: Can't Read." *Atlantic Monthly*, 181:6, June, 1948, pp. 35-39. Recommended introduction to Specific Language Disability for parents, teachers, laymen. Orton Society reprint.
- Gallagher, J. Roswell: "Specific Language Disability (Dyslexia)." *Clinical Proceedings of the Children's Hospital*, 16:3-15, January, 1960. Joseph Wall Memorial Lecture, Children's Hospital, D.C., Alumni Day, May 23, 1959. Written for pediatricians. Orton Society reprint. Also in the *BULLETIN of The Orton Society*, XIII, 1963, pp. 45-57.
- Gallagher, J. Roswell: "Poor Readers and the Ophthalmologist." *International Ophthalmology Clinics*, 2:905-919, December, 1962.
- Gallagher, J. Roswell and Harris, H.I.: *Emotional Problems of Adolescents*. Oxford University Press, 1958. Written for teachers, counselors, etc. Chapter X, "Scholastic Failure," contains clear description of Specific Language Disability in school context.
- Gibson, Eleanor J.: "Learning to Read." *Science*, 148:3673, May 21, 1965. Reprinted in the *BULLETIN of The Orton Society*, XV, 1965. "Experimental psychologists examine the process by which a fundamental intellectual skill is acquired." Nonliteral symbols, which were somewhat letterlike in linear composition and potential orientational confusability, were used to explore the nature of the learning process and its relation to sound and spelling patterns, and to meaning, both semantic and syntactic. Be sure to read every word, including the "References and Notes" section.

- Gillingham, Anna: "Pedagogical Implications of Specific Language Disability." *Independent School Bulletin*, January, 1952. Effective teaching of reading to all children is primarily the schools' responsibility. Orton Society reprint.
- Gillingham, Anna, et al.: *The First Seven Years of the Gillingham Reading Program at the Francis W. Parker School*. Papers presented at the Gillingham Institute, January 26, 1957. Francis W. Parker School.
- Gillingham, Anna: "Is Writing Essential for Proof of Knowledge?" *Independent School Bulletin*, November, 1958. A plea, with supporting evidence, for the justice of giving oral exams to Specific Language Disability pupils.
- Gillingham, Anna: *Collected Papers*. Sally Childs, ed. The Orton Society, 1968. See Childs, above.
- Gofman, Helen and Allmond, Bayard W., Jr.: "Learning and Language Disorders in Children. Part I: The Preschool Child; Part II: The School-Age Child." *Current Problems in Pediatrics*, vol. 1, nos. 10 and 11, entire. Clearly written. Intended for pediatricians.
- Goldberg, Herman K. and Schiffman, Gilbert B.: *Dyslexia: Problems of Reading Disabilities*. Grune & Stratton, 1972. An excellent statement of the ophthalmologist's view and a strong plea for early identification of language difficulties and preventive action are the strengths of this book. The objectives and design — multidisciplinary description followed by educational prescription — are good, but unevenly attained.
- Governor's Commission on Dyslexia: Robert B. Chapman, III, Chairman. *Report to the Governor and General Assembly of Maryland, Commission on Dyslexia*. Governor's Commission on Dyslexia, 1972. A concise report on meetings and hearings held by twenty commissioners and five liaison representatives from state departments and agencies during the year 1971-72. Extensive testimony led to the introduction of legislation. A model document.
- Hallgren, B.: "Specific Dyslexia ('Congenital Word Blindness')." *Acta Psychiatrica et Neurologica Supplement*, 65:1, 1950. A clinical and genetic study with data on incidence of language disability in 276 cases.
- Hamilton, Ellen B., ed.: *My Child Can't Read*. The Citizens' Committee for Reading. Content and styles are various in this handbook prepared for parents by parents and professionals in the interest of their joint endeavor to improve the effectiveness of county public schools at all levels. Its reception indicates that it meets a public need for an introductory statement. (1972)
- Hardy, William G.: "On Language Disorders in Young Children: A Reorganization of Thinking." *Journal of Speech and Hearing Disorders*, 30:1, February, 1965, pp. 3-16. Straight and challenging thinking in clear, felicitous prose. These young children include many dyslexics at the nursery stage. How can they best be understood and helped?
- Harris, Albert J.: "Lateral Dominance, Directional Confusion, and Reading Disability." *Journal of Psychology*, 44:283-294, 1957.
- Helmuth, Jerome, ed.: *Learning Disorders*. Several volumes. Special Child Publications. Sixteen or seventeen papers in each volume, of which many are discussions of "our kind of special" children. Send for catalog.
- Herjanic, Barbara M. and Penick, Elizabeth C.: "Adult Outcomes of Disabled Readers." *Journal of Special Education*, 6:4, Winter, 1972, pp. 397-410. Ten longitudinal studies published since 1959 are examined, presented in tabular form, and compared — to the limited extent that this is possible. The populations are almost all clinical, the results mostly better than predicted, but still pointing to the long-term nature of the problem. Costly school remedial reading programs are followed up over too-short periods, if at all. Of the studies reported, those of Robinson and Smith and of Rawson showed the most favorable outcomes.

- Hermann, Knud: *Reading Disability*. Charles C. Thomas, 1959. Describes Miss Edith Norrie's work in Copenhagen, and gives a theoretical and descriptive account of Specific Language Disability — "Word blindness." No index in 1959 edition.
- Holton, Gerald: "On Trying to Understand Scientific Genius." *The American Scholar*, 41:95-100, Winter, 1971-72. While Holton is concerned with many characteristics of several individuals, he gives major attention to Albert Einstein, further elaborating aspects of Einstein's contradictory qualities and their reconciliation. It is in the illumination of Einstein's linguistic and academic difficulties and the uses he made of his personal learning style that persons in the field of language learning differences will find particular interest. In Einstein, as in many others of Thompson's "Men of Eminence," the other side of the language difficulty coin seems to be a tremendous creative flexibility. See paper by Patten, Bernard M., *Journal of Learning Disabilities*, 6:7, August-September, 1973.
- Ingram, T.T.S.: "Pediatric Aspects of Specific Developmental Dysphasia, Dyslexia, and Dysgraphia." *Cerebral Palsy Bulletin*, 2:254-277, 1960. Similar to the author's excellent paper in Young and Lindsley (Section I) and in *BULLETIN of The Orton Society*, 1969.
- Jansky, Jeannette J. and de Hirsch, Katrina: *Preventing Reading Failure*. Harper & Row, 1972. The Predictive Index for kindergarten-level identification of children likely to fail in beginning reading, refined by Dr. Jansky from the authors' earlier study (de Hirsch and Jansky, 1966, this section) is described, and validation research is cited. Mrs. de Hirsch writes on the background and rationale for prediction and the philosophy and suggested practice of intervention to prevent reading failure. An important book in its own right, and for its influence on the field of prediction and prevention.
- Johnson, Doris J. and Myklebust, Helmer R.: *Learning Disabilities: Educational Principles and Practices*. Grune & Stratton, 1967. Clinically based, comprehensive, practical. Primarily concerned with severe and/or organically based disabilities. An indispensable resource for any language therapist.
- Josephson, Matthew: *Edison*. McGraw-Hill, 1959. Chapter 2 on "Childhood and Boyhood" strongly suggests language disability as Edison's problem, and describes briefly his mother's teaching him to read and her refusal to accept "failure" as his fate.
- Karnes, Lucia, ed.: *Dyslexia in Special Education*. The Orton Society, Monograph I; 1965. Eight papers for the public, presented at the Council on Exceptional Children, Chicago, 1964. Introductory.
- Keeney, Arthur H. and Keeney, Virginia T.: *Dyslexia: Diagnosis and Treatment of Reading Disorders*. C.V. Mosby, 1968. Papers and their discussions from 1966 conference of, and primarily for, ophthalmologists. Neurological and other points of view soundly and clearly presented.
- Klapper, Zelda S.: "Reading Retardation: II. Psychoeducational Aspects of Reading Disabilities." *Pediatrics*, 37:2, 366-376, February, 1966. Companion to Eisenberg's paper (this section), making comprehensive, well-presented introduction to the problem.
- Klasen, Edith: *The Syndrome of Specific Dyslexia*. University Park Press, 1972. This careful, scholarly, scientific analysis of some 500 children seen at Raskob Institute, Oakland, California, emphasizes sub-patterns found within the dyslexia syndrome. It stresses individual uniqueness, and the necessity for keeping the whole field constantly in mind in order to avoid losing objectivity. Generally successful treatment is reported, but methods are not described. Generous bibliography in English, French, and German. Not "easy," but important.
- Kline, Carl L. and Lee, Norma: "A Transcultural Study of Dyslexia: Analysis of Language Disabilities of 227 Canadian Children Simultaneously Learning to Read and Write in English and Chinese." *Journal of Special Education*, 6:1, Spring, 1972, pp. 9-26. Most of these Canadian-Chinese children had no difficulty learning either language. Some had trouble with Chinese (visual memory demands high), some with English (familiar variations on the dyslexia theme), and some with both. A unique and

illuminating study of the characteristics of this population and the generalizations about language learning which can be drawn.

- Kline, Carl L. and associates: "The Treatment of Specific Dyslexia in a Community Mental Health Center." *Journal of Learning Disabilities*, 1:8, 456-466. Highly successful treatment of fifty children, using multisensory, systematic phonic method (Gillingham, et al.); discussions of the authors' "Dyslexia Quotient," "catalytic therapy" for discouraged readers, use and training of lay therapists, other matters. (1968)
- Kolson, Clifford and Kaluger, George: *Clinical Aspects of Remedial Reading*. Charles C. Thomas, 1970. Practical suggestions for setting up and managing clinics. Primary-secondary disabilities well delineated, after Rabinovitch and Bateman. Least satisfactory is the recommended treatment, with the varieties of which the authors are not, apparently, fully conversant or entirely accurate in description.
- Kucera, O., Matějček, Z. and Langmeier, J.: "Some Observations on Dyslexia in Children in Czechoslovakia." *American Journal of Orthopsychiatry*, 33:448-56, 1963. Much good work is in progress in CSSR, Rumania, and Poland, as well as in Western Europe. This is some of the Czech experience. (See also the *BULLETIN of The Orton Society*, XV, 1965; XVI, 1966; and later, Index.)
- Makita, Kioshi: "The Rarity of Reading Disability in Japanese Children." *American Journal of Orthopsychiatry*, 38:4, 599-614. Description of Japanese language and its learning problems in phonetic and ideographic written systems, indicating minimal incidence of dyslexia in the former and low incidence in the latter. Research design inadequate because of reliance on such sources as teachers' opinions, but a most interesting beginning. (1969)
- Mendelsohn, Fannie and Cowin, Pauline: *The Treatment of Reading Disabilities: An Experience of 15 years at the New York Infirmary Reading Clinic*. New York Infirmary Reading Clinic, 1964.
- Miles, T.R.: *On Helping the Dyslexic Child*. Barnes & Noble, paperback, 1970. The author begins this small and readable book by saying that the word "dyslexia" may basically be a means of getting help to people with certain difficulties in the learning of written language. The problem is described in simple language, and includes a brief look at causes, and a course of management for the student, advising adaptability and flexibility in meeting each individual's needs. Miles offers numerous practical suggestions acquired over the years, useful even to the teacher with more comprehensive materials available.
- Money, John, ed.: *The Disabled Reader: Education of the Dyslexic Child*. John Hopkins University Press, 1966. Papers by their proponents on most of the major methods and approaches to clinical reading remediation, together with essays by the editor and others on the nature and prevalence of language disability and on the reading process. June Lyday Orton's chapter on "The Orton-Gillingham Approach" is the best chapter-length description of it in print, and is available as an Orton Society reprint.
- Money, John, ed.: *Reading Disability: Progress and Research Needs in Dyslexia*. John Hopkins University Press, 1962. An international symposium of experts, of whom fourteen contribute an introduction and papers from almost as many professional angles. *High priority reading and study for those concerned with dyslexia*. First-rate "Consolidated Bibliography." Glossary.
- Morgan, W.P.: "A Case of Congenital Word Blindness." *British Medical Journal*, 2:1378, November 7, 1896. Probably the first reference to the syndrome. Nearly eighty years ago!
- Myklebust, Helmer R.: "Learning Disorders: Psychoneurological Disturbances in Childhood." *Rehabilitation Literature*, 25:12, December, 1964, pp. 354-360. Reprints from the National Society for Crippled Children and Adults. Children who seem unable to learn despite intellectual, sensory, motor, and primary emotional normality are considered (and can sometimes be shown) to have "minimal

brain dysfunctions" in common. Sometimes intersensory transduction, sometimes general integration are deficient. The author settles for "psychoneurological learning disorders" as a preferred diagnostic label.

Myklebust, Helmer R., ed.: *Progress in Learning Disabilities, Volumes I and II*. Grune & Stratton, 1968 and 1971. Papers of scientists in basic fields. "Required reading." Includes Geschwind on hemispheric structural differences.

Natchez, Gladys, ed.: *Children With Reading Problems*. Basic Books, 1968. A book of readings covering important contributions from holders of a wide variety of viewpoints as presented over forty years. Representative conflicts of opinion are all there, but the editor knows her subject, and with her thoughtful commentary sections she helps the reader to see the importance of the chosen papers, and to understand and broaden vision. Covers theories of causation, diagnostic practices, and methods and strategies of remediation.

Norrie, Edith: "Word Blindness in Denmark: Its Neurological and Educational Aspects." *Independent School Bulletin*, April, 1960. Not only information, but wisdom and understanding of children and adults struggling with the problems of Specific Language Disability are apparent in these pages.

Novak, Josephine: "Dyslexia: What Is It?" *The Evening Sun*, Baltimore, Maryland, February 9-20, 1970. Reprints available from The Orton Society. A nine-part series for the general reader. Well-researched, informative, accurate, and interestingly written. Received recognition from the Maryland Legislative Council, a special J.C. Penney-University of Missouri award for excellence in reporting and writing, and the International Reading Association Media Award for 1972.

Orton, June L., ed.: "Word-Blindness" in *School Children and Other Papers on Strophosymbolia (Specific Language Disability — Dyslexia)*, 1925-1946, by Samuel Torrey Orton, M.D. The Orton Society Monograph 2, 1966. (For annotation, see same entry in Section I.)

Orton, Samuel Torrey: *Reading, Writing, and Speech Problems in Children*. W.W. Norton, 1937; paperback, 1973. Available from The Orton Society, as well as usual book sources. This presentation of Dr. Orton's findings from research and experience up to the date of its publication is extremely well-written, nondoctrinaire, and indispensable to anyone who wishes to understand the Specific Language Disability and its treatment. The foundation of much later work and further development.

Parker, Beulah: *My Language Is Me*. Ballantine Books, paperback, 1971. This is a moving account of psychotherapy with a disturbed adolescent, "written primarily as a study in the development of direct communication. By learning to tune in on a highly personal thought process, the therapist helped the boy to translate his code." When asked about having the book published, the youth replied, "If you understand and appreciate my language you must understand and appreciate me. My language is me." There are many quotations from therapy sessions.

Patten, Bernard M.: "Visually Mediated Thinking: A Report of the Case of Albert Einstein." *Journal of Learning Disabilities*, 6:7, August-September, 1973, pp. 415-420. The most complete study so far of the aspects of Dr. Einstein's biography which relate to his thinking and learning patterns, from childhood differences and difficulties to towering creative achievement. The relationship to dyslexia and its positive aspects is clear. Adds more data to paper by Holton, this section. Highly recommended.

Preston, Ralph C.: "The Neurological Background of Nine Severely Retarded Readers." *Journal of Educational Research*, XLIX: 455-459, February, 1956. A proposal, early for an educationally oriented clinic, that neurological involvement, especially minimal brain dysfunction, be taken seriously as an etiological possibility in diagnosis of marked reading retardation.

Preston, Ralph C.: "Research Concerning Congenital Alexia at the University of Pennsylvania Reading Clinic." *Clinical Studies of Reading*, No. III, University of Chicago Press, 1961. "Theories and evidence on

etiology of congenital alexia," says the author, who has made a careful literature search and clinical study.

Rabinovitch, R.D., et al.: "Research Approach to Reading Retardation." *Research Publications of the Association for Research in Nervous and Mental Disease*, 34:363-396, 1956. Primary (Specific Language Disability) and secondary reading disabilities are distinguished.

Rawson, Margaret B.: *Developmental Language Disability. Adult Accomplishments of Dyslexic Boys*. Hood College Monograph II, Johns Hopkins University Press, 1968. A thirty-year longitudinal study of fifty-six normal boys, dyslexic and non-dyslexic. The twenty boys lowest in Language Learning Facility rank averaged 6.0 years of college and graduate school, as compared with 5.4 years for the twenty most facile language learners. The average professional status of the dyslexic group is also slightly higher than that of the nondyslexic group. Much additional language and sociological data.

Rawson, Margaret B.: "I Can Think But What's Wrong Is My Words: Dyslexia." *Medical Insight*. December, 1970. The first appearance of the ten-year-old author of this definition of the controversial term "dyslexia" in a statement addressed to the practicing physicians who read this journal of the mental health factors in medicine, and for waiting room patients. A quick check list of diagnostic signs for office use is derived from Eisenberg's list.

Rawson, Margaret B.: "Language Learning Differences in Plain English." *Academic Therapy*, 7:4, Summer, 1972, pp. 411-419. Also available as Orton Society Reprint No. 40. A statement by and for a ten-year-old boy, in words almost wholly of Anglo-Saxon derivation, followed by a technical formulation of the same ideas which, by reason of its vocabulary, can be much more condensed.

Rawson, Margaret B.: "Prognosis in Dyslexia." *Academic Therapy*, Spring, 1966, pp. 164-173. An early synopsis of the 1968 study, above.

Rawson, Margaret B.: "Teaching Children with Language Disabilities in Small Groups." *Journal of Learning Disabilities*, 4:1, 1971, pp. 17-25. A review of a wide range of methods and materials for use with small classes and clinic groups. Also in *Reading Forum*, pp. 201-210 (see Calkins, this section).

Rome, Paula, D.: "Toward a New Understanding of Youngsters with Reading Problems." *Parents' Magazine*, November, 1969, p. 72 ff. Written out of many years' experience with dyslexic children, especially for parents and others to whom the concept is strange and the professional descriptions are unfamiliar. A good introduction. Orton Society reprint.

Rosen, Victor H.: "Strephosymbolia, An Intrasytemic Disturbance of Synthetic Function of the Ego." *Psychoanalytic Study of the Child*. International Universities Press, 1955, vol. X, pp. 83-99. In the case of a young mathematician, a strephosymbolic, the author concludes from psychoanalytic findings that the disturbance results from a precocious reading readiness and resultant entanglement of visual and phonetic processes with interparental conflict which prevents the synthesis necessary for reading and spelling. The syndrome is familiar. Its etiology as given is different from the neurological hypothesis.

Roswell, Florence and Natchez, Gladys: *Reading Disability: Diagnosis and Treatment*. Basic Books, 1971. The diagnostic section brings together understandings from relevant professional fields in an especially valuable way. Treatment procedures seem less satisfactorily elaborated, but perhaps this represents accommodation of application to the authors' particular school setting.

Schilder, Paul: "Congenital Alexia and Its Relation to Optic Perception." *Journal of Genetic Psychology*, LXV:67-88, 1944. Much of Dr. Schilder's work was ahead of its time, but is gradually being accorded due recognition.

Secretary's (HEW) Commission on Dyslexia and Related Reading Disorders: *Reading Disorders in the United*

States. Developmental Learning Materials, 1970. A final, summary report of the Commission. For amplifying papers, see also Calkins, *Reading Forum*, this section.

Shedd, Charles L.: "Ptolemy Rides Again, or Dyslexia Doesn't Exist?" *Alabama Journal of Medicine*, 3:4, 481-503. Review of literature, symptomatology and research by the author and his associates leaves one with the conviction that it does so exist — but that he is unaware of some valuable treatment resources long in use elsewhere. Sprightly and scientific tones intermixed.

Silberberg, Norman and Silberberg, Margaret C.: "Hyperlexia: the Other End of the Continuum." *Journal of Special Education*, 5:3, Fall, 1971, Symposium No. 5, pp. 233-267. The authors, apparently unaware of Orton's and Thompson's earlier discussions, point to language skill learning as an independent aptitude, possessed in high degree even by some learners with low comprehension. In the response paper, de Hirsch defines this, also, as a form of dyslexia; Rawson points to the semantic and educational needs of these children and the learning outcomes possible to even the most dyslexic ones. Dorothy Campbell, H.C. Tien, and Ann Cooney and Don McNeil respond to other aspects of the Silberbergs' thesis, with the authors having the last word in rebuttal.

Silver, Archie A. and Hagin, Rosa A.: "Specific Reading Disability: Follow-up Studies." *American Journal of Orthopsychiatry*, XXXIV, January 1, 1964, pp. 95-102. Concerns children studied by Silver and Hagin after they reached young adulthood. Contrasts results in those originally diagnosed as brain-injured and those whose problems were considered primarily developmental.

Slingerland, Beth H.: *A Multisensory Approach to Language Arts for Specific Language Disability Children*. Educators Publishing Service, 1971. The long-awaited account of the author's application of the Orton-Gillingham approach to preventive teaching in public school classrooms. Clearly written and illustrated. Practical, use-tested.

Smith, Helen K., ed.: *Perception and Reading*. International Reading Association, 1968. Of special interest among these convention papers are: "Neurological Research Relevant to Reading," by John B. Isom; "A Clinic Team Approach to Reading: Role of the Neurologist," by Leon Whitsell; and "The Efficacy of an Auditory and a Visual Method of First-Grade Instruction," by Barbara Bateman.

Stuart, Marion: *Neurophysiological Insights into Teaching*. Pacific Books, 1963. A good summary of the literature in this field; carefully documented.

Subirana, Antonio: "The Problem of Cerebral Dominance: The Relationship Between Handedness and Language Function." *Logos*, 4:12, October, 1961, pp. 67-85. Reprinted in the *BULLETIN of The Orton Society*, XIV, 1964. A definitive bringing together of evidence from worldwide sources. Benton (1965, above) is complementary.

Swenson, Wendell M.: "What Do We Know About Dyslexia?" *Medical Insight*, 2:3, March, 1970, pp. 26-39. A clinical psychologist writes for the practicing physician, describing appropriate psychological tests and some typical responses, with illustrations, and demonstrating the variability and individuality of aptitudes and needs.

Symmes, Jean S. and Rapoport, Judith L.: "Unexpected Reading Failure." *American Journal of Orthopsychiatry*, 42, 1972, pp. 82-91. An important report of a study of fifty-four children whose only problem was dyslexia of the type especially understood by Orton and his successors. These children show high intelligence and are generally characterized by a superior capacity for spatial visualization, frequently a familial pattern. The authors propose that for these children a difference model is to be preferred to a deficit model. Compare paper by Symmes in *BULLETIN of The Orton Society*, XXII, 1972.

Task Forces — Minimal Brain Dysfunction: *Task Force I — Definition*, 1966. Available from the National Society for Crippled Children and Adults and National Institute for Neurological Diseases and Stroke.

and elsewhere. A group of authorities in the field came to a consensus on a definition of "Minimal Brain Dysfunction" (medical) and "Specific Learning Disability" (its educational parallel), which includes children in the "gray area" between severely retarded or damaged youngsters and those who can be called "normal." Definition broad enough to include "Specific Language Disabilities" and many others — and to confuse users of "SLD." For Task Force III report, see Chalfant, Section I.

Thompson, Lloyd, J.: "Learning Disabilities: An Overview." *American Journal of Psychiatry*, 130:4, April, 1973, pp. 393-399. A fine general statement of the subject of specific language difficulties as its understanding has developed since the turn of the century. Emphasizes developmental lag, rather than defect, disorder or extraneous factors, as the origin of this learning difference which is found in persons of even the highest levels of talents and general ability. See book below for fuller treatment.

Thompson, Lloyd J.: *Reading Disability: Developmental Dyslexia*. Charles C. Thomas, 1966. (For annotation see same entry in Section I.)

Tjosen, T.D., et al.: "An Investigation of Reading Difficulty in Young Children." *American Journal of Psychiatry*, 118:1104-1113, June, 1962.

Tomkins, Calvin: "The Last Skill Acquired." *New Yorker*, September 14, 1963, p. 127 ff. A description of Specific Language Disability for the layman. Aroused nationwide interest.

Wagner, Rudolph F.: *Dyslexia and Your Child: A Guide for Teachers and Parents*. Harper & Row, 1971. The author provides an introduction to the subject of dyslexia for those unaware of the problem, presenting characteristics of reading disability along with a checklist, primarily of perceptual skills. There are some suggestions for assessment and remediation, limited theoretical and practical treatment suggestions. Brief reviews of some well-known remedial reading approaches are included. A short, annotated bibliography provides references for further reading.

Weiss, Deso A.: *Cluttering*. Prentice-Hall, 1964. As soon as we become aware of this often unrecognized language pattern, we find it liberally represented among our dyslexic patients and students — a good example of the Whorfian principle that a word structures perception of reality. The author's metaphoric "iceberg" with its symptomatic peaks connected by the underlying "central language imbalance" needs only a little redrawing and the printing of "developmental language disability" as a near-synonym on the ice below the surface to make it immediately useful in any discussion of constitutional language problems.

White, Jeffrey and White, Margaret: *Dyslexia*. Alpha Print Pty., 1970. A clear and simple treatment in twenty-five pages, especially geared to the interests of secondary-school-age students.

Whitsell, Alice J. and Whitsell, Leon J.: "Remedial Reading in a Medical Setting." *The Reading Teacher*, May, 1968, pp. 707-711. Both children and adults benefit by the well-integrated collaboration achieved in this unique program.

VI. PSYCHOLOGICAL, ACHIEVEMENT AND DIAGNOSTIC TESTS

This is only a sample of the possible test-category references. It includes the ones we have found most useful in general practice, an assortment more than sufficient for the newcomer to the field, but inadequate to many specialized needs.

Intelligence tests for group use are commonly-employed screening devices, but are not listed here because of their general failure to differentiate reading and symbol-manipulating difficulties from other causes of low IQ scores. Their results are indicative of reading level, not intellectual power or potential, in language disability cases, and so confuse the issue rather than illuminate it. The widely used California Test of Mental Maturity, in particular, penalizes the person who has problems in left-right orientation (a common diagnostic criterion of dyslexia), but is not necessarily of low intellectual ability.

Achievement tests for group or individual use. In addition to those listed here, there are many tests which are generally valid and reliable. *Their results with dyslexic students must be interpreted with understanding of the effect of the disability on the scores.* Among the well-known ones are: Stanford Achievement, Iowa Tests of Educational Development, and Metropolitan. These and others are usually available from school sources.

Bender, Lauretta: *A Visual-Motor Gestalt Test and Its Clinical Use*. American Orthopsychiatric Association, Research Monograph No. 3, 1938. Simple to give. Informative on many levels. Belongs in almost every diagnostic examination.

Childs, Sally B. and Childs, Ralph de S.: *The Gillingham-Childs Phonics Proficiency Scales for the Measurement of Phonics Skills*. Series I and II. Educators Publishing Service, 1973. A revision of Gillingham's long out-of-print "criterion-reference" scales, arranged for easy, practical use in assessing the student's degree of mastery of the sound-symbol contents and processes for encoding and decoding English words. A good inventory for teachers, too! (Also in Section VII.)

Durkin, Dolores and Meshover, Leonard: *Phonics Knowledge Survey*. Teachers College Press, 1964. Individual partial inventory for children. No grades or norms. Well planned and printed. Suggestive.

Durkin, Dolores: *Phonics Test for Teachers*. Teachers College Press, 1964. A self-administering test with an answer key for self-grading. Not a complete phonics inventory, but quite enough to convince the teacher of his need for more information. "You can't teach what you don't know." (See Durkin, Section IV.)

Eisenson, Jon: *Examining for Aphasia*. The Psychological Corporation, 1946. Primarily for the use of physicians, psychologists, and speech pathologists.

Frostig, Marianne and Horne, David: *The Frostig Program for the Development of Visual Perception*. Follett, 1964. Tests and trains in five areas of visual-motor perception. Does not use word or letter forms.

Gates, Arthur I. and MacGinitie, Walter H.: *Testing Program in Reading*. Teachers College Press, 1966. Tests for grades through twelve available. Revision of Gates, 1958. 1964-1965 national norms, with grade, standard percentile scores. Designed for groups, but gives measure of individual silent reading skill.

Goodenough, Florence L.: *Measurement of Intelligence by Drawings*. World Book Encyclopedia, 1926. The Draw-A-Man Test has particular value also as a projective test. See Harris and Machover, this section.

Gray, William S. (Helen M. Robinson, ed.): *Gray Oral Reading Tests*. Bobbs-Merrill, 1963. The revised and improved edition of this test has four equivalent forms, with comprehension check questions (not graded) for each paragraph. It is easier to give and to score and analyze than the old form. Separate norms for boys and girls, which penalizes dyslexic girls, who are more like boys in development. Time and accuracy both count heavily in scoring.

- Harris, Dale B.: *Children's Drawings as Measures of Maturity*. Harcourt Brace Jovanovich, 1963. A revision and extension of the Goodenough Draw-A-Man Test.
- Ilg, Frances L. and Ames, Louise Bates: *School Readiness: Behavior Tests Used at the Gesell Institute*. Harper & Row, 1965. Also *Gesell Developmental Kit Test Materials and Recording Sheets* to accompany *School Readiness*. This view: it is the "developmental age" which best determines timing and placement in education. How to examine and evaluate. Ages five to ten years.
- Jastak, J. and S.: *Wide Range Achievement Test* (with examiner's manual). Wilmington, Delaware, Guidance Associates, 1965. Reading, Spelling and Arithmetic Computation. Range: pre-first grade to post-college. Theoretically sound, clinically practical. Correlates highly with such longer tests as Stanford Achievement, and is more quickly given and scored. Safe to repeat after six months to one year as progress check. Can be combined with Arithmetic Reasoning from WISC or WAIS (see below) and Gray's Oral for minimum, but sometimes sufficient, assessment of academic achievement.
- Kirk, Samuel, et al.: *Illinois Test of Psycholinguistic Abilities*. University of Illinois Press, 1969. In use in a trial form for several years, this test has now undergone searching revision. Its aim is to pinpoint each child's specific trouble-spots so that remediation can be equally specific in the modalities subserving decoding, inner language, and encoding.
- Koppitz, Elizabeth M.: *The Bender-Gestalt Test for Young Children*. Grune & Stratton, 1964. While probably not yet the definitive answer, this book provides an objective scoring method for use with children from five to ten years old, as the clinician attempts to use the test to explore both visual-motor perception and emotional undercurrents.
- Machover, Karen: *Personality Projection in the Drawing of the Human Figure: A Method of Personality Investigation*. Charles C. Thomas, 1949. Helps in the understanding of the projective aspects of drawing of figures and other expressive items, though much of the material is drawn from psychiatric practice and is not relevant to most of our problems. See Goodenough, this section. Insight depends on astuteness of clinician's judgment. Self-concept and developmental lag often show themselves in figure drawings.
- Mann, Lester: "Perceptual Training: Misdirections and Redirections." *American Journal of Orthopsychiatry*, 40:1, pp. 30-38. Loosely defined terms and courses of action, tests of splinter fractions of abilities, teaching in bits and pieces, all tend to make us forget that we are dealing with whole persons and can work most effectively when we keep the nature of the learner and the goal of teaching clearly in mind. "Perception will always be served by good and appropriate teaching of the perceiver."
- Money, John R.: *A Standardized Road-Map Test of Direction Sense*. John Hopkins University Press, 1965. A valuable exploratory tool in the dimension of directionality.
- Monroe, Marion: *Children Who Cannot Read*. University of Chicago Press, 1932. See Section IV. Many good, brief tests in the Appendix. The Iota word test and several others are diagnostically most valuable.
- Morrison, J.C. and McCall, W. A.: *Morrison-McCall Spelling Scale, Grades 2-8*. World Book Encyclopedia, 1951. Six equivalent fifty-word tests. Norms comparable to Wide Range and others.
- Myklebust, Helmer R.: *The Pupil Rating Scale: Screening for Learning Disabilities*. Grune & Stratton, paperback, 1971. This scale was designed for use by classroom teachers in initial screening for children with learning disabilities, and in selecting those who will need complete evaluations to ascertain the nature of the deficit, with recommendations to be made for teaching. Behavioral characteristics to be rated on a one-to-five scale include auditory comprehension, spoken language, orientation, motor coordination, and personal-social behavior.

Pascal, Gerald R. and Suttell, Barbara J.: *The Bender-Gestalt Test: Quantification and Validity for Adults*. Grune & Stratton, 1951. Used with Bender, this section, this is very helpful in appraising children's responses, too. Many examples of responses and their significance.

Science Research Associates: Many good reading tests. All levels. For groups, but can be used individually.

Slingerland, Beth: *Screening Tests for Identifying Children with Specific Language Disabilities*. Educators Publishing Service, 1974. Four forms, grades one through six, for group administration. Used with over one million children as a basis for grouping and teaching to prevent school failure of potential dyslexics. Require interpretation by user, as generalized norms are not yet available.

Terman, L. and Merrill, M.: *The Measurement of Intelligence*. Houghton Mifflin, 1937. The old, but still useful, L & M forms of Stanford-Binet.

Terman, L. and Merrill, M.: *Stanford-Binet Intelligence Scale*. Houghton Mifflin, 1960. Theory and handbook, new L-M form, Stanford-Binet.

Triggs, Frances O.: *Diagnostic Reading Tests*. Mountain Home, North Carolina. Tests many aspects of reading skill — elementary through college freshman levels. Very useful with older students, especially Survey Test (Silent Reading) Grade Seven — College Freshman.

Tyler, Leona E.: *Tests and Measurements*. Prentice-Hall, paperback, 1963. A short, lucid review with instructive graphs and tables, for the beginner or nonpsychologist professional.

Wechsler, David I.: *Manual Accompanying Wechsler Intelligence Scale for Children (WISC)*. Psychological Corporation, 1949. Includes theoretical discussion and validation data.

Wechsler, David I.: *The Measurement and Appraisal of Adult Intelligence*. Williams and Wilkins, 1958. Theory to accompany Wechsler Adult Intelligence Scale.

VII. MANUALS, WORKBOOKS, INSTRUCTIONAL MATERIALS, AND TEXTS FOR STUDENTS

Academic Therapy Publications, San Rafael, California; Book-Lab, Brooklyn, New York; and, especially, Educators Publishing Service, Cambridge, Massachusetts, have many titles in the language and learning disabilities and differences fields. Only some of the particularly useful old stand-bys and promising new ones are listed here. Send for publishers' catalogs. Other good material is "where you find it." More and more of the standard publishers are getting on the "code-emphasis" bandwagon. A discriminating buyer can find riches at many sources, but also much "fool's gold," and there are many traps for the dollars of the unwary.

Akin, Florence: *Word Mastery*. Houghton Mifflin, 1913, 1941. An invaluable little source book of phonetically-grouped words.

Anderson, C. Wilson, Jr. and Maine, Harold G.: *Multi-Sensory: A Workbook of Resource Words*. Also, Maine, Harold G.: *Multi-Sensory: Phonics Workbook*. T.S. Denison, 1973. "A systematic approach to reading, spelling, and pronouncing the English language." Detachable, expendable worksheets. Well organized for the multiple-modality presentation and learning of the consistent patterns of the English language designed for use in grades four to twelve. Use-tested in public school classes.

Arena, John I., ed.: *Building Handwriting Skills in Dyslexic Children*. Academic Therapy Publications, 1970. Some of the children considered are "brain damaged" or multiply handicapped, but there is material here appropriate to the developmental dyslexic to add to the not overabundant literature on the subject.

Ashton, Jean: *Anatomy and Physiology for Children: Explained Through the Dissection of a Chicken*. Dover, paperback, 1966. A gifted research scientist held several generations of children in two schools enthralled by her demonstration of reality with a minimum of words.

Behrmann, Polly and Millman, Joan: *How Many Spoons Make a Family?* Academic Therapy Publications, 1971. A sprightly book of "primary math experiences for children."

Blumenthal, Joseph C.: *English 3200: A Scientific Program in Grammar and Usage*. Text, Mastery Tests, and Key. Harcourt Brace Jovanovich, 1965. An unconventional approach to conventional grammar; a book-form teaching machine. Enthusiastically used by high school and college students for independent work. Effective where the will-to-learn is strong.

Bowen, Carolyn C.: *Angling for Words*. Academic Therapy Publications, 1972. Two volumes, a Workbook and a Studybook for Language Training. Developed at the Hockaday School, Dallas, Texas, by staff trained in the Orton-Gillingham approach, for use by other such therapists. An extremely useful, well-designed compendium of material for the cognitive and skill-practice route to mastery of the English language. Word lists, a rich collection of useful nonce or nonsense words, sentences and other writing examples. Sound and scholarly, with humor and light touches throughout. An indispensable aid in "multisensory, structured, sequential" teaching.

Braun, Frank X.: *English Grammar for Language Students*. University of Michigan Press, 1947. Fries calls this "a very convenient compendium of the conventional statements" about English grammar.

Bush, Wilma Jo and Giles, Marian Taylor: *Aids to Psycholinguistic Teaching*. Charles E. Merrill, 1969. This book, based on the models provided by the Illinois Test of Psycholinguistic Abilities and the Purdue Perceptual Motor Survey, meets the commonly-felt and expressed need of classroom teachers and special educators alike for a "cookbook" of activities for children with learning problems. A wide array of deficit areas is provided for, suggesting activities for many phases of learning, expressing, and creating.

Bywaters, Dorothy M.: *Language Training for Adolescents*. Educators Publishing Service, 1973. Two books and a set of affix and root cards for group use. Developed and tested at the Language Training Unit, Scottish Rite Hospital, Dallas, Texas. Orton-Gillingham-Childs orientation.

- Childs, Sally B.; Gillingham, Anna, and Stillman, Bessie: *Phonics Proficiency Scales for the Measurement of Phonics Skills: Series I — Basic Reading and Spelling, and Series II — Advanced Reading*. Educators Publishing Service, 1971, 1973. See listing Section VI. Inventories of mastery, rather than tests for grading. Revised from the 1946 Gillingham and Stillman Manual.
- Childs, Sally B. and Childs, Ralph de S.: *The Childs Spelling System: The Rules*. Educators Publishing Service, 1973. The structure of English spelling is given in a concise, well-organized, systematic form, formulated in useful rules, with a spirit master for duplication for student use. Correct spelling is justified as contributing to efficient decoding of the message by its recipients. Generalizations are developed through observation of regularities and probabilities by both teacher and student at a pace which is as rapid as is consistent with mastery. This rational approach is structured, but leaves room for initiative and flexibility in meeting individual needs of specific language disability students working in an Orton-Gillingham-Childs frame of reference. Real success in the development of spelling skill, approaching the level achieved in reading, seems increasingly possible, so that written expression will meet minimal roadblocks to execution and understanding.
- Childs, Sally B. and Ralph de S.: *Magic Squares: Game Book*. Educators Publishing Service, 1967. A game-like workbook. How many words can you make from the nine letters in each square, using the prescribed limitations? One section has a sequence keyed to the Gillingham Manuals.
- Childs, Sally B. and Ralph de S.: *Sound Phonics*. Educators Publishing Service, 1973. With C-20 cassette, "The Sounds of English." The authors, firmly grounded in the neurological approach to teaching, have classified linguistic material in accordance with its (A) basic, (B) less familiar, or (C) irregular connections between sounds and graphic symbols. Once the teacher masters this system, he or she will find it a direct and useful one. The basic idea of the ABC classification of words comes from Mrs. Childs' long successfully used "Spelling Curriculum."
- Childs, Sally B. and Ralph de S.: *Sound Spelling*. Educators Publishing Service, 1968. This guide to the teaching of spelling is an interim publication pending the revision of Mrs. Childs' more comprehensive "Spelling Curriculum," now out of print. Organized on the authors' ABC principles, analogous to *Sound Phonics*, above.
- Coleman, et al.: *Deep Sea Adventure Series*. Field Educational Publications, 1959. There are many "high-interest, low-vocabulary" readers on the market. These and others of this complex seem better than typical.
- Cox, Aylett R.: *Structures and Techniques: Remedial Language Training for use with Alphabetic Phonics*. Educators Publishing Service, 1974. A guide for language therapists and student teachers at the Language Training Unit, Scottish Rite Hospital, Dallas, Texas. Technical information summarized, and detailed procedures indicated for teaching with the Gillingham Manuals and related materials. Teaching materials available, same publisher.
- Cox, Aylett R.: *The Initial Reading Deck and The Instant Spelling Deck*. Educators Publishing Service, 1971. Two very useful sets of cards for practice to the point of automaticity with students needing a scientific approach to reading and spelling. For reading, ninety-eight English symbols are given, with their key words (pictured by Jo Cleaver) as used in the Gillingham, Childs and Cox and related materials. Diacritical markings are shown. The student practices instant multimodal responses, establishing the raw material for rapid, secure decoding of printed English. For spelling, forty-four English speech sounds are given to the teacher, with their most common initial, medial and final spellings. These are presented to the student daily, to the point of his rapid, automatic response to the auditory stimulus, and for use in analysis of words and their systematic encoding. A basic tool for structured spelling, especially with the Gillingham orientation in its various forms.
- Cox, Aylett R.: *Situation Spelling: Formulas and Equations for Spelling the Sounds of English*. Educators Publishing Service, 1971. A close-packed, comprehensive formulation of materials correlating the author's *Alphabetic Phonics*, the Gillingham and Stillman Manuals, and the comprehensive statistical study of Hanna, et al. (1967, see Section II.) The regularities and probabilities of English

orthography are generalized, specified and codified for the education of the teacher, to be used as appropriate in the cognitive, multisensory teaching of students of all ages. A scholarly work.

Craig, Lillian: *Phonetic Reader Series*. Educators Publishing Service, 1964. Five fairy tales and Crusoe retold with a minimum of nonphonetic words. There are a few *limited* places for adaptations of classics, and one is at the beginning of reading "real books" when this need is great, sight vocabulary is minimal, and phonic skills are present but insecure.

Crowell, Thomas Lee, Jr.: *A Glossary of Phrases with Prepositions*, 3rd edition. Prentice-Hall, 1960. A vest-pocket book, designed for new learners of English. Phrases are alphabetized by their head-words and show by illustrative sentences which preposition is appropriately used for which sense — from "abandon to" to "zest for." Insecure writers find it useful.

Daniels, J.C. and Diack, Hunter: *Royal Road Readers*. Educators Publishing Service, 1971. Basal and supplementary readers for use with authors' Phonic Word Method. Generally useful with other phonic methods. In British English, which American children like.

Davis, Maetta: *Typing Keys For Remediation of Reading and Spelling*. Academic Therapy Publications, 1971. A manual for use with children who have handwriting problems and other language disabilities.

Dictionary for Boys and Girls. American Book Company. Specify the *old* dictionary (blue). Recent reprinting for users of the red Gillingham Manual.

Dolch, Edward W.: *The 2000 Commonest Words for Spelling*. Garrard, 1955. This alphabetically arranged list can be used more quickly than the dictionary for a simple spelling check of common but often puzzling words. The rules at the end are quite inadequate.

Durrell, Donald, et al.: *Word Analysis Practice: Intermediate Series*. Harcourt Brace Jovanovich, 1961. Three packages of word lists, three levels, for practice in word analysis. Identification both by form and by meaning through categorical placement. Helps some children to develop "the abstract attitude."

Ernst, Margaret S.: *Words: English Roots and How They Grow*, 3rd edition, revised. Alfred Knopf, 1954. Etymology and language history for intermediate and secondary schools. Students like it served this way.

Epstein, Sam and Epstein, Beryl: *The First Book of Words: Their Family Histories*. D.C. Heath, 1954. Brief items for the child or older student who doesn't want "too much." Whets the appetite, one hopes.

Fernside, W. Ward and Bolther, William B.: *Fallacy, the Counterfeit of Argument*. Prentice-Hall, Spectrum paperback, 1959. A book on logic for high school and college students, their teachers and other adults, which is a clear, interesting and usable text.

Folsom, Franklin: *The Language Book*. Grosset & Dunlap, 1963. The history of language and the structure of English and other languages written for children, with whom it is being used successfully. Fascinating to people of any age. Well and lavishly illustrated in color. Highly recommended.

Forbes, Celeste: *Graded and Classified Spelling Lists for Teachers — Grades 2-8*. Educators Publishing Service, 1968. Handy classification of words according to phonetic regularity, spelling patterns and rules, and irregularities which demand memorization. Similar to the Childs' "ABC" categories.

Fort Meyer Elementary School Staff: *Instant PEP for Language*. International Society for General Semantics, 1969. This adaptation of the structures and practices of General Semantics for children in kindergarten and the first six grades is also keyed to modern linguistics, as inspired by the group's consultant, Dr. Neil Postman. Many activities and exercises are simply and explicitly given to help teachers lead children into clear and sufficiently conscious understanding and use of language as a medium of as effective communication as is humanly possible.

- Frostig, Marianne and Horne, David: *The Frostig Program for the Development of Visual Perception*. Follett, 1964. Tests and trains in five areas of visual-motor perception. Does not use word or letter forms. (Also in Section VI.)
- Funk, Charles Earle: *Thereby Hangs a Tale: Stories of Curious Word Origins*. Harper & Row, 1950. If it has the word you want (it's a largish collection), you're in luck. It is also for browsing.
- Funk, Wilfred: *Word Origins and Their Romantic Stories*. Grosset & Dunlap, 1954. Easy, junior high school level. A little glib, but sound.
- Gates-Pearson: *Reading Exercises*. Teachers College Press. Recent revision. For testing and recording silent reading skill development. Interesting, brief selections. For grades one through eight.
- Gillingham, Anna and Stillman, Bessie: *Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship*. Educators Publishing Service, 5th edition (red), 1956; 7th edition (green), 1960. Fifth edition keyed to old Webster's dictionaries. Eighth edition keyed to Third International and its offspring. The major work on implementing the Orton point of view — and more. Causal explanations are somewhat dogmatic. Otherwise, sound scholarship, meticulous accuracy, comprehensive coverage, careful articulation with Webster's dictionaries, and practicality are combined in this indispensable guide and source book for the professionally serious teacher of children and other students with language learning difficulties. Like the English language which is its subject matter, however, it is not "easy," but requires careful study and use. Designed especially for work with individual children. Able teachers very successfully adapt it to group use, but this is not easy for beginners to do.
- Graves, Robert and Hodge, Alan: *The Reader Over Your Shoulder: A Handbook for Writers of English Prose*. Macmillan, paperback, 1961. A college-plus text on clear and vivid statements. In Part II the authors dissect short passages by well-known writers and rewrite them, making "fair copies."
- Greene, Amsel: *Word Clues*. Harper & Row, 1962. The total environment from which words arise and in which they are used is essential to meaningful vocabulary growth, and this book looks at word roots, prefixes and suffixes, sorting words into linguistically and experientially related tribes and clans. Its idea, format, and style stimulate and hold interest from high school age on. The author considers it a text, and has used it as such for many years. The book can be used this way for one or two semesters of high school or college work.
- Hall, Eleanor: *Learning the English Language: Skill Books I and II*. Educators Publishing Service, 1974. Experimental edition titled "Geared to Gillingham." Two student skill books designed to help the teachers of grades four through eight use the Gillingham-Stillman procedures. The lessons may serve as a supplement to any reading/spelling/grammar program. Correlated with 7th Edition Manual (green).
- Hall, Frances Adkins: *Sounds and Letters*. Linguistica. A primer and five small paperback readers, without illustrations, for use in the linguistic approach to teaching. Vocabulary controlled by spelling patterns. Compatible with systematic phonics approaches, and so likely to be very useful. Lets the beginner in on phoneme-grapheme relationships, as most other linguistic introductions do not. (1964)
- Hall, Frances Adkins and Brenes, Eleanor: *Spelling Patterns: A Review Speller*. Linguistica, 1964. Designed for use with secondary school and older students. Spellers, test booklets and instructions to the teacher. Linguistic basis and organization. Compatible with systematic phonics approaches. The two should be mutually helpful.
- Hall, Robert A.: *Sound and Spelling in English*. Chilton, paperback, 1961. The relation of spelling to sound (and of sound to meaning) in an alphabetic language like ours should underlie language skill teaching in the interest of security, independence, and the development of intellect. The argument is well put by a linguist who demonstrates (if that be necessary) by including the information one should have. Good reading and sound, systematic information. Compare Hanna, et al., below.

- Hanna, Paul R.; Hodges, Richard E.; and Hanna, Jean S.: *Spelling: Structure and Strategies*. Houghton Mifflin, paperback, 1970. The authors discuss the history of spelling, the concepts and the sensory-motor aspects of the task, and present strategies for spelling on eight levels of competence. Their book promises to be an important and deservedly popular book among teachers both of regular spelling classes and of persons who have trouble with the acquisition of reliable spelling skill. An outgrowth of the computer-assisted study of spelling patterns of 17,000 common English words, published in 1966. (See Section II.)
- Harris, T.L., et al.: *Phonetic Keys to Reading*. The Economy Company. A "Phonics First" program designed for classroom use, with readers, teachers' manuals, etc., which will look familiar to teacher and child. If they are used before the equivalent volumes of the "basal" series, children should make faster progress because they can relate letter symbols to sounds. The story content of the paperback reader workbooks is often pedestrian. If the "phonetic keys" do the trick, the child will be beyond them before he finishes them.
- Hathaway, Elizabeth T.: *The Teaching Box*. Educators Publishing Service, 1973. A self-consistent, structured route to cumulative multisensory, alphabetic phonic mastery of language skills. Based on the Orton-Gillingham approach, adapted for use by relatively unskilled tutors. Carefully organized through long experience so that the cards containing detailed instructions will stay in order or can be refilled easily. Not articulated with other work materials, but can be used with them by the more experienced teachers. Manuscript writing is taught. Can be recommended to tutors and parents who do not have access to training facilities.
- Hay, Julie and Wingo, Charles E.: *Reading with Phonics*. J.B. Lippincott, 1948, 1960. Teacher's edition with guide, student's edition with no guide; three workbooks. Large picture cards for each phonogram. Colorful, classroom-usable, phonic approach to reading. Elementary only. Appears to be designed for inexperienced teachers.
- Helson, Lida G.: *Basic English Sentence Patterns and English Language Patterns*. Educators Publishing Service, 1971 and 1972. The "new grammar," based in modern linguistics and geared to the interests of young people. A good introduction. Also for adults schooled in classical grammar. Well-planned and clearly presented; checked by linguistics authorities.
- Keyes, Kenneth S. (illustrated by Ted Key): *How to Develop Your Thinking Ability*. McGraw-Hill, 1950. General Semantics — and fun — for high school juniors and up. Excellent cartoons, right to the point of the text. My copies keep disappearing.
- Laird, Helene and Charlton: *The Tree of Language*. World, 1957. History of the English language and some word stories for junior high school and above.
- Loftis, Anne and Marshall, Rachell: "Gresham's Law of Literature." *Saturday Review*, September 21, 1963, pp. 64-65. Read this and think again before you use too many "adapted classics" with a slow reader.
- Lunsford, William T., Jr.: *The Living Textbook*. Patriot-News, Harrisburg, Pa., 1974. Well-presented, educationally informed ways of using the newspaper to vivify all of the curriculum. Especially planned for junior and senior high school, but suggested for elementary and college levels as well. Should enhance interest and relate the *verbal* and the real. Available from the publisher in paperback and hard-cover.
- Makar, Barbara: *Primary Phonics Storybooks*. Educators Publishing Service, 1974. Keyed to the author's *Primary Phonics Workbooks*, these entertaining little booklets are usable as "real reading" with any structured phonics approach.
- Mason, Charles C., and Hudson, Gess S.: *Spelling Growth*. The Economy Company, 1963. A series which looks like most others, but is based on a systematic phonics approach and, to some extent, multisensory learning. Good emphasis on "listen first."

- Mathews, Mitford: *American Words*. World, 1959. From Indians and settlers to the present, and specifically American.
- Mawson, C.O.S.: *The Dictionary Companion*. Garden City, 1932. Excellent source book. Contains sections on endings, confusion of letters, words, pronunciation, syllabication, roots and branches, vocabulary. Out of print, but find it if you can.
- Mayberry, George: *A Concise Dictionary of Abbreviations*. Tudor, 1961. Almost any abbreviation or acronym antedating 1961 can be found among these 3,200 items.
- McCall-Crabbs: *Standard Test Lessons*. Teachers College Press, 1961 revision. For daily testing, grading, and graphing of speed and comprehension in silent reading. Very useful at the right stage, after mastery of basic decoding processes.
- Minteer, Catherine: *Words and What They Do to You*. International Society for General Semantics, 1953. General Semantics for Junior and Senior high school. Designed for classroom use. Excellent.
- Moss, Robert and Johnston, Edgar: *Martin Mooney Mysteries*. Educators Publishing Service, 1974. A lively and amusing series of brief stories especially written for slow or reluctant readers. No condescension in vocabulary or style.
- Nicholson, Margaret: *A Dictionary of American-English Usage*. Oxford University Press, 1957, Signet paperback. Based on Fowler's *Modern English Usage*. The standard arbiter. Entertaining as well as useful. In a class with the desk dictionary and the Thesaurus.
- Ogg, Oscar: *The 26 Letters*. Thomas Y. Crowell, 1948. The development of the forms of our alphabet. Useful to teachers of penmanship, as well as for information.
- Oliphant, Genevieve: *Alphabet Alchemy*. Educators Publishing Service, 1972. A speech therapist presents simple, systematic procedures for a classroom teacher or a perhaps inexperienced therapist to use in helping children use a multimodal approach to articulation problems. Each letter-sound combination can be handled independently of the others. There is a brief outline of theory. References are made to Slingerland teaching material and to the author's auditory and synthesizing tests, all to be had from the same publisher.
- O'Neill, Mary: *Words, Words, Words*. Doubleday, 1966. That rarity, an informative book in rhyme which does not thereby offend. A few of the verses are contrived, but most are fresh, sprightly, gaily humorous, even lyrical. Belongs on the poetry shelf!
- Orton, June Lyday: *A Guide to Teaching Phonics and Orton Phonics Cards*. Educators Publishing Service, 1973. A systematic guide to the flexible use of the "Orton approach," "based on sound neurological theory and many years of practical experience in teaching." Sound linguistics, too, of course. Page 97 should be read as part of the preface, relating the use of this Guide to the developmental reading and general language program. For class or individual teaching. Lessons are adapted for beginners or older students. The left-hand pages in the "Lessons" sections have been left blank for the teacher's use. This guide is compatible with the more encyclopedic Gillingham Manual, but some sequences vary so that one cannot use this as a "quick Gillingham." It is a soundly based, direct, efficient instrument in its own right.
- Plunkett, Mildred B., and Peck, Caroline Z.: *A Spelling Workbook for Early Primary Corrective Work*. Books I and II for grades 2 and 3; ...*For Corrective Drill* for intermediate grades; ...*Emphasizing Rules* for older children and adults. Educators Publishing Service, 1960, 1961. These books are sound in a way in which Gillingham is sound, but less exhaustive and more limited in purpose. To be used by and with pupils — even college and adult students.
- Pollack, Cecelia and Lane, Patrick: *The Hip Readers*. Book-Lab, paperback, 1970. Beginning-reader difficulty

level, phonically controlled vocabulary, standard English sentence patterns, but content and words from the inner-city. Excellent photographic illustrations. For older students.

Pollock, T.C. and Baker, W.D.: *The University Spelling Book*. Prentice-Hall, 1955. A generally rational approach, presenting rules, generalizations, and etymological approaches for the older student. Not a beginner's book, but very useful after a sound phonetic base has been established. The Orton-Gillingham-oriented user will make a few changes in the text.

Pope, Lillie: *Guidelines to Teaching Remedial Reading to the Disadvantaged*. Book-Lab, paperback, 1969. An excellent introductory, specialized manual for instructors of children and, especially, secondary age and older students.

Pope, Lillie; Edel, Dorothy; and Haklay, Abraham: *Tutor's Sampler*. Book-Lab, 1973. A first-aid or supplemental help for novice tutors. Quick, informal inventory of student's status, sample exercises, procedures and games. Clearly and simply illustrated, stimulates the imaginative instructor to repeat, amplify or innovate. Useful with children and older students still lacking minimal literacy.

Preston, Ralph C.: *Teaching Study Habits and Skills*. Reinhart Educational Pamphlets, 1959. Suggestions to teachers, all levels.

Preston, Ralph C. and Botel, Morton: *How to Study, with Teacher's Manual and Student's Checklist*. Science Research Associates, 1957. Secondary-level students especially find this helpful.

Rak, Elsie T.: *The Spell of Words* and *Spellbound*. Educators Publishing Service, 1970 and 1972. Sound, imaginative and useful; well-organized in teachers' manuals and students' workbooks. Works especially well with older students. Directly descended from Orton theory, Gillingham data and the Plunkett Spellers; influenced by modern linguistics.

The Remedial Education Press: *Phonics Games*: "Consonant Go Fish!" "Consonant Blend Go Fish!" "Vowel Dominoes" and "Short-Vowel Drill," etc. Very good when games are in order.

Roberts, Paul: *Patterns of English*. Teacher's and student's editions available. Harcourt Brace Jovanovich, 1956. A rational substitute for traditional English grammar. Based on modern linguistic science, especially Fries (see Section IV). Elementary and secondary school levels. A student who comes to knowledge of his language by this route will be educated rather than trained. He will be able to adapt to the more conventional patterns of grammar when necessary. Compare Helson, above.

Robinson, Francis P.: *Effective Reading*. Harper & Row, 1970. Based on the author's "Effective Study." The latest presentation by him of his famous SQ3R method of reading and study. For older students.

Rogers, Frances: *Painted Rock to Printed Page*. J.B. Lippincott, 1960. The history and varieties of graphic communication, especially the alphabetic forms. For intelligent and fluent elementary-age readers and older. Felicitous illustrations by the author.

Rome, Paula D. and Osman, Jean S.: *Language Tool Kit*. Educators Publishing Service, 1972. The authors supply a guide to teaching both reading and spelling systematically, as they have developed the Orton-Gillingham approach over more than twenty-five years of individual, group and teacher education in Rochester, Minnesota. A brief guide makes the procedure as simple and direct as the complications of the subject permit. The "kit" is a set of cards of large enough size for use with groups, with room on each one for the summary information on the decoding of symbols and the encoding of sounds for the systematic mastery of language. The information is before the eyes of the teacher as he or she works with the card material. The Gillingham Manual of 1956 (red cover) is preferred. Emphasis in spelling is on the sounds rather than the names of the letters. A helpful aspect of the organization is attention to the order of probabilities in selecting a sound for a letter seen, or a spelling for a sound identified in a word.

Most experienced teachers are familiar with this material, but even they, and novices especially,

find it useful to have the information at their fingertips. These authors have also issued all black-on-white drill cards, including packs of prefixes and suffixes, for individual use.

Rudd, Josephine: *Word Attack Manual*, with *Tests*. Educators Publishing Service, 1962. Phonetic structure, etymology, and usage for academic junior and senior high classes or individuals. Workbook. Some overlap with Rule, below.

Rule, Janet, M.: *The Structure of Words*. Educators Publishing Service, 1963. This is both a workbook and a text for junior and senior high levels. Phonetics, etymology, vocabulary development, and spelling. Many examples of good writing. Overlaps Rudd, above, but differs in style and treatment. Both should be examined before either is chosen. The other will be a helpful auxiliary, whichever the primary choice.

Sharp, F.A.: *These Kids Don't Count*. Academic Therapy Publications, 1971. A fairly comprehensive text on elementary arithmetic for use especially with learning-disabled children.

Schoolfield, L.D. and Timberlake, J.B.: *The Phonovisual Method*. Phonovisual Products, 1944. Manual to accompany charts, workbooks, etc., which are available from the same source. Phonics to combine with currently common sight-recognition methods of instruction. Consonants practiced before vowels are introduced — an element of "guessing."

Skill-Master Audio Card Player. MCM Corporation, Available from Educators Publishing Service. This is a precision instrument for recording and playback of cards and cassettes for auditory language work. It is reliable and simple to operate. Recorder, headset, cards and case. It is less expensive than most educational "hardware" and of more versatile utility.

Slingerland, Beth H.: *A Multisensory Approach to Language Arts for Specific Language Disability Children*. See Section V. Cards and word lists available.

Spalding, Romalda B., with Spalding, Walter F.: *The Writing Road to Reading*. William Morrow, 1972. This book describes the Spaldings' "Unified Phonics Method," developed by them on the basis of some of Dr. Orton's early works. The method introduces a child to reading and spelling by way of writing (manuscript lettering). The book acts as a manual for the teacher. The method as presented is usable in the classroom as one kind of phonic approach, and has been used successfully in numerous schools. Recorded course for teachers available. Despite similar starting points, does not articulate easily with current Orton approach, but can be used.

Steere, Amey; Peck, Caroline Z.; and Green, Linda: *Solving Language Difficulties: Remedial Routines*. Educators Publishing Service, 1971. This workbook is a gold mine of sequentially arranged material for use, with tutorial guidance, at any age. The language as it is (plus some plausible nonsense words) for the child wherever he is in his learning.

Stern, Catherine, et al.: *Structural Reading Series*. L.W. Singer; Random House. Readers and associated books for use in kindergarten and the first two grades, by which time the child should be reading independently. This method works because it is structurally sound as well as visually attractive. See Stern and Gould, *Children Discover Reading*, Section IV.

Strang, Ruth: *Study Type of Reading Exercises*, College Level. Teachers College Press, 1951. College and advanced high school students find this the most interesting and useful all-round reading and study manual among the many I have tried out with them.

Strunk, William and White, E.B.: *The Elements of Style*. Macmillan, hard cover and paperback, 1959. This justly famous "little book" by Professor Strunk is a concise guide to the writing of clear and felicitous prose. It has been reissued with an introduction and essay on style by Strunk's well-known student, a former editor of *The New Yorker*. Both authors follow their own advice, and so the book proves a delight, as well as a practical aid to teachers and to high school and college students.

- Traub, Nina: *Recipe for Reading — A Structured Approach to Linguistics*. Educators Publishing Service, 1973. This version of the Orton-Gillingham approach to instruction of individuals and public school groups begins with encoding sounds into words, in either cursive or manuscript writing, and dictation of sentences to be read. It leads into reading of print and the use of books for information and enjoyment. A sequence chart helps record the pupil's progress. As simple as the subject permits, and with an outline for inservice training. Many practical suggestions. This is a serviceable guide to the relatively inexperienced teacher or to a new school program.
- Trelease, Sam: *How to Write Scientific and Technical Papers*. MIT Press, 1958, paperback, 1969. Darwin is quoted as saying, "a naturalist's life would be a happy one if he had only to observe and never to write." But since the readers of our volume must write if the world is to know what has been done and needs to be done to help the children with language learning difficulties, it could help materially if this very practical little book were on every desk. The author has been refining it since 1925, and has provided all one needs to know about the formalities in ready reference form.
- Walker, Louise: *Conquering Latin*. Educators Publishing Service, 1965. Designed especially for the specific language disability student who is having a rough time with required Latin.
- From *Webster's New International Dictionary: Picturesque Word Origins*. G. & C. Merriam, 1934. A perennial and entertaining collection, illustrated with forty-five handsome, full-page woodcuts.
- Wedek, Harry E.: *A Short Dictionary of Classical Word Origins*. Philosophical Library, 1957. Only eighty-five pages, but look out! It will make an etymologist of you in spite of yourself.
- White, Anne Terry and Leitz, Gerald M.: *Man the Thinker* and *Windows on the World*. Garrard, 1967 and 1965. A first-rate medical scientist and an excellent writer for young people have combined to produce two superior volumes introducing the reader to the anatomy, physiology and psychology of the central nervous system, its thinking brain and perceiving senses. Illustrations by Ted Schroeder are of equally high quality and effectiveness.
- Wiese, Kurt: *You Can Write Chinese*. The Viking Press, 1945. Now in paperback. Peter Parish, an American boy in a Chungking school, learns the fundamentals of Chinese ideographic writing, under the tutelage of the kindly, sympathetic Chinese schoolmaster who is so typical of Kurt Wiese's timeless characterizations. It does look comparatively simple and comprehensible in this most elementary lesson. Well, perhaps. But the important thing is that we have here a fine example of the way Chinese writing differs from our own, and, with a bit of explanation added, some idea of the nature and beauty of Chinese calligraphy. (See, for an adult version, the review of Wang, "The Chinese Language," Section II.)
- Williams, Ralph M.: *Phonetic Spelling for College Students*. Oxford University Press, 1960. For the highly intelligent and interested dyslexia-type speller this book "has everything." For the therapist it is a gold mine of information, each section usefully organized for teaching — and for his own learning. Firmly based on Gillingham and, though it is not stated, on Childs' "Spelling Curriculum." Interesting use of the inductive method. More demanding but more informative than Pollock, this section. Out of print, 1972, but only temporarily, we hope!
- Witherspoon, Alexander M.: *Common Errors in English and How to Avoid Them*. Doubleday, 1945, Dolphin paperback, 1962. Our correspondent says, "This is a valuable paperback for the teacher's reference library. It deals with correct pronunciation of easily confused words (including homonyms), rules governing spelling, and phonetic generalizations as an aid to reading and spelling. There are excellent word lists to illustrate each point, and exceptions are included." The spelling section is detailed and might allow for higher levels of generalization in some places, if the teacher's and student's sophistication and capacity for abstraction permit. Useful for some secondary and college students, as well as for teachers.
- Wordcrafters' Guild: *Student's Syllabscope*, also *Syllabscope Words*. St. Alban's School, undated. Some 300

words printed on oak tag, and a wooden device which makes their systematic division into syllables both interesting and practical. Very useful. Blank cards for the student's own words and an over-size set-up for class use are available. Also card of rules for syllabication.

Wurman, Richard S., ed.: *Yellow Pages of Learning Resources*. MIT Press, paperback, 1972. The Group for Environmental Education is responsible for this novel, ninety-four page encyclopedia-like book of reference to the interesting institutions in the urban community, from A to Z. All sorts of things the older student and adult might find interesting and not too hard to read about.

Zim, Herbert S.: *Our Senses and How They Work*. William Morrow, 1956. Sensory physiology at its simplest. Well-written in direct words; excellent illustrations. Could be read by those of our children who know phonics and syllabication, and want to "know themselves."

VIII. JOURNALS: ANNUAL, QUARTERLY, MONTHLY

This listing is limited to journals predominantly about language disabilities and the teaching of reading and other language skills. The other excellent journals containing papers in these fields are too numerous for mention.

Academic Therapy, John I. Arena, editor. Academic Therapy Publications. Range from theoretical-philosophical to question-and-answer practical. For physicians, clinic therapists, classroom and special teachers and parents. Welcomes Orton-oriented papers and others with different viewpoints. California is a leader in programs for "neurologically handicapped" children, which with a broad definition often include dyslexics. Many special collections, reprints and brief books by the same publisher.

BULLETIN of The Orton Society, M.B. Rawson, ed. Published annually by The Orton Society since 1950. Volumes VI and XIII each contain selected articles from the preceding five or six years, as well as current articles and reports. They, and later issues, present professional papers of both lasting and current interest. Some were read at annual meetings, some are reprinted from other sources, or were written expressly for the *BULLETIN*. Specific language disabilities as seen by representatives of many disciplines. See Section IX for Index citation.

English Teaching Forum, U.S. Information Agency. Facts and ideas for the teacher of English as a foreign language. A bit tangential, but full of ideas we can use and not, perhaps, likely to come to our attention through regular channels. See, for example, vol. 2, no. 1, 1964, on Linguistics — good articles by Fries, et al. and annotated list of paperbacks.

ETC.: A Review of General Semantics, International Society for General Semantics. Quarterly. Published since 1945. Wide range of papers, commentary and reviews on language, its nature and the difference it makes to the human beings who use and teach it.

Exceptional Children, Council for Exceptional Children. Nine issues yearly. The CEC is a large offshoot of the mammoth National Education Association. CEC is interested in all kinds of exceptionality, including dyslexia and related problems. Wide range of articles includes some pertinent to our interests. Useful abstracts and reviews and calendar of events, conferences, etc.

International Approach to Learning Disabilities of Children and Youth, Association for Children with Learning Disabilities. Academic Therapy Publications, 1969. Second printing of papers from ACLD conference of 1966. One of an annual series of ACLD papers.

Journal of Learning Disabilities, Professional Press. Published by Peter Topaz; Patricia Lane, editor. A monthly with a very ambitious plan of coverage and list of Editorial Advisors. Many excellent papers, reporting observation, research and opinion on a variety of pertinent topics.

Journal of Reading, International Reading Association. For the secondary, college, and adult levels. Six issues per year.

Journal of Special Education, Buttonwood Farms. Quarterly. Lester Mann, executive editor. Includes language and learning disabilities. Has presented some excellent papers, symposia, special issues.

Journal of Speech and Hearing Disorders, American Speech and Hearing Association. More and more, the people working with problems of speech, hearing, and basic spoken language, and the people concerned with the visual, graphic, second-order symbolizations of the printed word find themselves on a continuum in the same world. We should read each other's journals.

Proceedings of Annual Conventions, International Reading Association. Papers on wide variety of subjects concerning all age levels. Some clinical papers. Annual titles; now in several volumes each year.

Reading Research Quarterly, International Reading Association. Contains longer, more comprehensive reports than other IRA Journals. Research and scholarly level.

The Reading Teacher, International Reading Association. Lloyd W. Kline, editor. Eight issues per year. Elementary school and general interest focus; often a focal topic for each issue. Reviews of books, magazines, and research especially useful.

Remedial Education, Official Journal of the Diagnostic and Remedial Teachers Association of Victoria, Australia. First issued in 1969. At first a newsheet, this journal now also contains original papers concentrating on a salient topic. A humorous touch now and then "helps the (serious fare) go down." (Learn the word "chocolate" by licking tasty, flavored "palatemes.")

The Slow Learning Child, Remedial Education Center, Australia. This is the "Australian Journal on the Education of Backward Children." The category includes "dullness" as only one form of "backwardness." Dyslexia is another, as in Britain. R. G. Cochrane, R.J. Andrews and J. Elkins, editors. Papers from U.S. and European authors, many on dyslexia.

Successful Programming: Many Points of View, Association for Children with Learning Disabilities, Academic Therapy Publications. John I. Arena, editor. Papers from later ACLD Conferences.

IX. BIBLIOGRAPHIES

Bibliographies are of two kinds: (1) professional — extensions in breadth or depth of some part of this list. (Many of the books and papers listed have full and excellent bibliographies.); (2) books for children. Listings in both categories are suggestive, not complete. *Abstracts* are published by Psychological Abstracts, Society for Research in Child Development and others. Consult your reference librarian.

Allen, Harold B., ed.: *Linguistics and English Linguistics*. Appleton-Century-Crofts, paperback, 1966. This is a bibliography, arranged by title and author in subject matter groupings, with an index cross-referencing authors' names. While much has been published since the date of this compilation, it will give the investigator of the field valuable background references.

Birch, Herbert G.: *A Selective Bibliography on Brain Damaged Children*. An excerpt from *Brain Damage in Children — the Biological and Social Aspects*. Presented through courtesy of The Woods School. A very carefully compiled, expertly and interestingly annotated list, in six sections. Most of the annotations are abstracts of the works listed. A most competent job. Sixty-nine closely printed pages.

Bratt, Dorothy: *Picture Book List for Pre-school Children with Speech Problems*. Easter Seal Treatment Center. Chosen for clear wording and satisfactory stories and illustrations. Three levels of difficulty and foreword to parents.

Brewer, William F.: *Specific Language Disability: Review of the Literature and Family Study*. Honors Thesis, Harvard College, 1963. Six-page bibliography. An especially good source of early titles, 1896-1937, as well as more recent ones.

BULLETIN of The Orton Society. Index to Volumes I — XXI, 1950-1971. Supplementary Tables of Contents for Volumes XXII and XXIII. The Index includes title and author listings of many papers on or related to the subject of this Bibliography, while the shorter lists from current issues are given by title. *These lists are essential parts of the Bibliography, in which they are not duplicated.* Book reviews from the first twenty-one years of the *BULLETIN* are also indexed, in a separate section. The Reviews give fuller commentary on many of the books listed in the Bibliography. The Orton Society also publishes a list of the books, bulletins and reprints available from its headquarters.

Central Evaluation Clinic: *Bibliography: Behavior, Language and Learning Problems in Children*. University of Maryland Hospital. Many medical references.

Claremont Unified School District: *Books for Children*. An extensive list, graded as to interest, reading level, and/or Spache Readability Score. About 1964.

Dallas Language Research and Training Program: *Books for Children*. Classified by school level, "trade" and "series" books. Also, brief lists on "Background for Teaching" and "Teaching Materials." (Considerable overlap with our list, naturally.) (1966)

Darling, Richard L.: *Lists of Books for Retarded Readers*. School Life. (Office of Education Journal) vol. 44, no. 9, July, 1962, p. 31. A list of eleven lists.

Duff, Annis: *Bequest of Wings*. (See Section III.)

Edgington, Ruth and Clements, Sam D.: *Indexed Bibliography on the Management of Children with Learning Disabilities (Minimal Brain Dysfunction)*. Argus Communications. 375 titles, with comprehensive cross-references to nineteen subject matter areas and three types of content. Ingenious plan. Authors' careful definition of "minimal brain dysfunction" should be kept in mind. (1967)

Educational Records Bureau: Bibliographies and summaries of research in reading published at five-year intervals. For example: *Research in Reading 53-57, 1960*. Part of a long series. "Covers the waterfront." Much work of various kinds is being done. Items annotated/abstracted. See *IRA Reading Research Quarterly* for later listings.

- Georgiou, Constantine. *Children and Their Literature*. Prentice-Hall, 1969. See Section III.
- Gilles, Cynthia. *Bibliography for Parents of Children with Learning Disorders*. New England Special Education Instructional Materials Center, 1971. Oriented toward a wide range of handicaps, with many references to "brain damage" and "brain dysfunction." Useful if selectively employed.
- Goldberg, I. Ignacy. *Selected Bibliography of Special Education*. Teachers College Press, 1968. One in their Series in Special Education. Seven conventional sub-sections in Special Education. A few dyslexia references scattered through the several lists, and in a "general" section. No annotations.
- Hanna, Paul R. and Hodges, Richard E.: "Spelling and Communications Theory: A Model and an Annotated Bibliography." *Elementary English*, May, 1963. National Council of Teachers of English. A long list of great variety.
- Information Center for Speech, Hearing and Disorders of Human Communication, Johns Hopkins Medical Institution. *Information Sources in Hearing, Speech and Communication Disorders. Part 2, Organizations*. National Educational Consultants, 1973. A service which originates at National Institute of Neurological Diseases and Stroke, National Institutes of Health, to help make available the exponentially explosive amount of knowledge from public and private sectors. Full use of electronic technology. Special Bibliographies, *Auditory Abilities and Academic Skills* and *Dyslexia*, cite recent sources. Available from Information Center.
- Kottmeyer, William: *Teachers' Guide for Remedial Reading*. Webster, 1959. Included for its extensive list of books graded by interest levels and reading proficiency grades.
- Levine, Jane B.: "The University of Pennsylvania Dyslexia Information Center." *Reading Disability and Perception*, Proceedings of the Thirteenth Annual Convention, IRA, 13:3, 46-51. Also, *BULLETIN of The Orton Society*, XIX, 1969. Descriptive of formation, content and services of a bibliographic facility at the University's Reading Clinic.
- Louttit, Richard T. and Hanik, Michael J.: *Bibliography of Translations in the Neural Sciences 1950-1960*. United States Department of Health, Education and Welfare, 1965. Translations of many papers and a smaller number of books and monographs are listed. Dyslexia does not appear in the detailed subject index, but many of the underlying scientific bases are there. The next volume, presumably 1960-1970, has not yet come our way.
- Mangrum, Charles T.: *A Citation Bibliography of Selected Sources on Dyslexia and Learning Disabilities*. ERIC/CRIER, Indiana University Press, 1968. Seventy-four pages, about 1400 items, both journal and book references, no annotations, single alphabetical listing. Collaborative production of ERIC/CRIER and University of Pennsylvania Reading Clinic (see Levine, Jane). Periodic supplements were planned, and have probably been issued.
- National Educational Consultants: *Registry of Private Schools for Children with Special Educational Needs*. National Educational Consultants, 1973. A large and potentially useful compendium, especially for those interested in children with one or several handicapping conditions (speech and hearing, cerebral palsy, minimal brain dysfunction, etc.). There are several references to "Special Learning Disabilities," although the facilities particularly known as resources for treatment of children with specific language disability are generally not included. Perhaps they will be added in the supplements proposed for this already very large, loose-leaf volume. The design is good, with listings cross-indexed according to type of difficulty considered, state, and within each state, alphabetically by name of school or agency. Many people have tried such listings; few have been successfully inclusive or critical. This is a good beginning which promises to become cumulatively better.
- New England Special Education (Instructional Materials) Center: *Learning Disabilities Bibliography*. Boston University. Revised Edition, 1972. This is an 81-page listing, reproduced from type, of

bibliographic citations. There are separate sections for Texts; Bulletins, Documents and Monographs; Articles; Curriculum Guides; and Materials. The Materials section is further divided with reference to those suitable for special needs: Perceptual Motor, Language, Reading, Spelling, and Writing and Arithmetic. A very useful compendium.

Roswell, Florence G. and Chall, Jeanne S.: *Selected Materials for Children with Reading Disabilities*. City College Educational Clinic, Remedial Reading Service, 1959. A typical, fairly comprehensive listing prepared by experienced selectors.

Sargent, Porter: *The Underachiever: A Guide to Tutorial, Remedial, Diagnostic and Academic Resources in Preparatory School Programs and Clinics*. Porter Sargent, 1st ed., 1966-1967. Incomplete, concerned with several kinds of problems, but much sounder guide than that in Ellingson's *Shadow Children*. A good beginning only.

Scientific American Offprints: W.H. Freeman Company. If you have kept your *Scientific Americans*, this provides a sufficient subject index for fifteen or twenty years. If not, you can secure reprints of excellent articles in the many fields of science bearing on our subject. (This is the scientists' "interface" magazine, with which they keep abreast of colleagues in other fields.)

Sullivan and Tolman: *High Interest — Low Vocabulary Reading Materials: A Selected Book List*. Boston University School of Education, December, 1956. A useful, though now somewhat outdated, example of many such lists.

Survey of Books for Backward Readers. University of London Press, 1956.

Swinnen, K.: *Special Learning Disabilities: Annotated Bibliography*. See Section X.

Weintraub, Samuel; Robinson, Helen M.; Smith, Helen K. and Plessas, Gus P.: "Summary of Investigations Relating to Reading, July 1, 1971 to June 30, 1972." *Reading Research Quarterly*, viii:3, Spring, 1973. Formerly published as a separate study, under the editorship of Dr. Robinson, followed by Dr. Smith, this is now a whole-issue feature of one number of the *Reading Research Quarterly*. Its 439 pages, analyzing some 300 published items, is typical, and shows the magnitude of the literature in only part of the field. (This also gives point to the statement of obvious fact that *this* bibliography is highly selective and does not pretend to anything like complete coverage.)

X. REFERENCES PUBLISHED ABROAD, ESPECIALLY IN LANGUAGES OTHER THAN ENGLISH

This is a mere beginning of a long-planned section calling attention to important papers from abroad. We hope to add to it in the next revision of this work. Meanwhile, readers are referred to the bibliographies in the works by Bakker, Critchley, Klasen, Matejcek and Wyatt, previously cited, among others. Readers are requested to suggest significant titles. Some other titles or works written in English have already been cited in Sections I-IX.

Bakker, D.J.: "Oorasymmetrie met Dichotische en Monaurale Stimulering als Indicatie van Functionele Asymmetrie van de Hersenen," in A.P. Cassee et al. *Klinische Psychologie in Nederland*. Deventer, Van Loghum Slaterus, 1973. ("Ear-asymmetry with Dichotic and Monaural Stimulation as Indication of Functional Asymmetry of the Brain," in A.P. Cassee, et al.: *Clinical Psychology in the Netherlands*.)

Bakker, D.J. and De Wit, J.: "Perceptual and Cortical Immaturity in Developmental Dyslexia," in L. Tarnopol, ed.: *Learning Disabilities — World Wide*. In preparation. Review of research.

Bakker, D.J.: *Temporal Order in Disturbed Reading: Developmental and Neuropsychological Aspects in Normal and Reading-Retarded Children*. Rotterdam University Press, 1972. Doctoral Dissertation. See *BULLETIN of The Orton Society*, XXII, 1972.

Bakker, D.J. and Satz, P., eds.: *Specific Reading Disability: Advances in Theory and Method*. Rotterdam University Press, 1970. See Section V.

Berlin, Rudolph: *Eine Besondere Art der Wortblindheit (Dyslexie)*. Wiesbaden, 1887. Apparently the innovator who coined the word dyslexia, and gave it its fully Greek derivation: *dys* — poor or inadequate; *lexia* from *legein* — to speak, or words, in their lexical sense. See also, paper by Rudolph Wagner in *BULLETIN of The Orton Society*, 1973, for more about this historic character.

Bjorquist, Lars-Magnus and Peetz, Bob: *Ar Nyborjarklasserna Allsidigt Sammansatta*. Pedagogist Centrum, Stockholm, 1973. In Swedish. A feasibility study for an integrated education plan from the beginning of school life. Uses a maturity evaluation of over 5,000 entering first graders. Many good research programs are designed and executed at this facility.

de Quiros, J.B.: "Dysphasia and Dyslexia in School Children," in *Folia Phoniatica*, 16:201-222, 1964. From an Argentine leader in the field. In English.

De Wit, J. and Bakker, D.J.: "Leerstoornissen," in J. de Wit, et al. *Psychologen over het Kind II*. Groningen, Wolters, 1971. ("Learning Disabilities," in J. de Wit, et al.: *Psychologists on the Child, Part II*.) Review of research and theory.

Downing, John: *Comparative Reading*. Macmillan, 1972. Although this book is printed in the US, it is mentioned here because it results from international cooperation, with papers from representatives of fourteen countries all over the world, given at a session of the International Reading Association in Detroit in 1972. Included are a paper by Makita and one by Leong.

Dumont, J.J.: *Leerstoornissen: Oorzaken en Behandelingsmethoden*. Rotterdam, Lemniscaat, 1971. (*Learning Disabilities: Causes and Treatment Methods*.) General introduction. Focus on perception and neuropsychological determinants.

Dumont, J.J. and Kok, J.F.W.: *Curriculum Schoolrijpheid*. 's Hertogenbosch, Malmberg, 1970. (*Curriculum School Readiness*.) Curriculum developed in the Catholic University of Nijmegen.

Elstner, Walter, Ed.: *Bericht über die Konferenz des Komitees für Schulfragen der Internationale Gesellschaft für Logopädie u. Phoniatrie, 27-29 August 1969*. Mostly on aspects of speech and communications in young children, as considered by an international, interdisciplinary committee of the International Congress of Logopedics and Phoniatrics. Mostly in German, with a little French and English. See review in *BULLETIN of The Orton Society*, 1970.

- Jirásek, J.; Matějček, Z.; and Zlab, Z.: *Poruchy čtení a psaní: Vývojová dyslexie. (Disturbances in Reading and Writing: Developmental Dyslexia)*. Prague, CSSR, 1966. Even though this book is written in Czech, which most of us cannot read, the tables and the illustrations make it clear that we are talking about the same phenomena. Reviewed in *BULLETIN of The Orton Society*, 1967.
- Kovarik, Othmar and Kraft, Johann: *Die Legasthenie und Ihre Methodisch Behandlung: Pädagogik der Gegenwart*. Vienna and Munich, Jugend und Volk, about 1972. A comprehensive examination of the reading problem and its treatment, by the men who plan and execute some excellent work in Austria and influence the countries around them — notably Yugoslavia. In German.
- Lennon, Peter: "Lost in a World of Words." *Sunday Times*, London, England, July 11, 1971. An excellent popular presentation of what Europeans tend to call word-blindness. A case study, with discussion, tells the story. This selection has been reprinted and is available from The Orton Society.
- Leong, Che Kan: "Reading in Chinese with Reference to Reading Practices in Hong Kong," in Downing, *Comparative Reading*, above. A fascinating, clarifying study of the elements of the Chinese language and its comparison with English. Probably Chinese children also wonder how anyone could learn the complications of the English language! (1972)
- Louttit, Richard T. and Hanik, Michael J.: *Bibliography of Translations in the Neural Sciences 1950-1960*. United States Department of Health, Education and Welfare, 1965. Translations of many papers and a smaller number of books and monographs are listed. Dyslexia does not appear in the detailed subject index, but many of the underlying scientific bases are there. The next volume, presumably 1960-1970, has not yet come our way.
- Makita, Kioshi: "The Rarity of Reading Disability in Japanese Children," *American Journal of Orthopsychiatry*, 38:4, pp. 599-615. An often-quoted paper, which still leaves us somewhat unconvinced, because of aspects of its design. The syllabic characters of the Kana script are routinely taught by the multisensory method, the author has told us. Perhaps this is part of the explanation. See review in *BULLETIN of the Orton Society*, XIX, 1969.
- Nooteboom, W.: *Some Psychological Aspects of the Choreatiform Syndrome*. Assen, Van Gorcum, 1967. In English. Learning disability and choreatiform syndrome.
- Sere, Luc: *S.T. Orton en Zijn Theorie over Cerebral Dominantie, i.v.m. Taalontwikkelingsstoornissen: (S.T. Orton and His Theory on Cerebral Dominance in Relation to Developmental Language Disorders.)* A Master's thesis written under direction of Dr. K. Swinnen, Afdeling Orthopedagogiek, Universiteit Leuven (Center of Special Education, University of Louvain, Belgium. Written in Dutch, with a lucid précis in English. See review in *BULLETIN of The Orton Society*, XX, 1970.
- SPELD, Victoria, Australia (Specific Learning Difficulties Association): *Reading Difficulty and the Intelligent Underachiever*. Dr. T.D. Hagger, President, Speld, Victoria. Papers from a seminar for teachers held at Melbourne Teachers' College and the University of Melbourne, 1970. An informed and informative set of papers. Whether one goes straight through the earth or around it, it seems that one comes upon the same set of problems in all languages and schools.
- Swinnen, K.: *Speciale leermoeilijkheden: Bibliographische nota's. (Special Learning Disabilities: Annotated Bibliography)*, University of Louvain (Leuven), Belgium, 1969. Dutch, German, French and English works are cited in this list of twelve typed pages. We wish we could read the annotations, not to mention the items cited, especially those he most recommends. Perhaps in our next edition of this work we shall be able to cite some of them.
- Van Meel, J.: *Bedreigd Denken*. Groningen, Wolters, 1968. (*Threatened Thinking*.) Learning disability in relation to cognitive and affective functioning.
- Vedder, R.: *Kinderen met Leer — en Gedragsmoeilijkheden*. Groningen, Wolters, 1964. (*Children with Learning and Behavioral Difficulties*.) Introductory.

Verhagen, J.J.A.: *Dyslexie en Dyscalculie*. Utrecht, 1968. (*Dyslexia and Dyscalculia*.) General, medical point of view.

Vliegthart, W.: *Op Gespannen Voet*. Groningen, Wolters, 1959. (*Strained Relations*.) A phenomenological approach to learning disabilities.

Zahálová, M.; Vrzal, V.; and Klobouková, E.: "Genetical Investigations in Dyslexia," *Journal of Medical Genetics*, London, 9:1, 48-52, March 1972. A brief but well-planned and executed study of sixty-five dyslexic children, whose difficulty was adjudged genetic in origin in twenty-nine cases, encephalopathic in nine and mixed in twenty-seven. Family patterns, a sample pedigree, and some interesting tentative conclusions about the genetics of the situation. In English, with reference list also largely in English. Typical of the high level of sophistication of our colleagues in CSSR.

Much excellent work is being published in many languages all over the world. We hope to report on more of it next time, and to give at least cross-references to the items which have already appeared in Sections I through IX, above.

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New York, N.Y. 10027

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Springfield, Ill. 62717

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New York, N.Y. 10003

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c/o Litton Educational Publishing, Inc.
450 W. 33rd St.
New York, N.Y. 10001

The Viking Press, Inc.
625 Madison Ave.
New York, N.Y. 10022

The Volta Review
Alexander Graham Bell Association for the Deaf, Inc.
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Washington, D.C. 20007

Wadsworth Publishing Co., Inc.
Belmont, Calif. 94002

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720 Fifth Ave.
New York, N.Y. 10019

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Detroit, Mich. 48202

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Northbrook, Ill. 60062

John Wiley & Sons, Inc.
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New York, N.Y. 10016

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Langhorne, Pennsylvania 19047

World Book Encyclopedia, Inc.
c/o Field Enterprise Educational Corp.
510 Merchandise Mart Plaza
Chicago, Ill. 60654

World Publishing Company
c/o The Times-Mirror Co.
110 E. 59th St.
New York, N.Y. 10022

Yale University Press
302 Temple St.
New Haven, Conn. 06511

TITLE INDEX

Titles are listed alphabetically, in column 3, and given fully enough in each case for the identification of the work being sought, although abbreviations have been necessary to save space. For the same reason, only primary authors are listed here. However, with this information and the section number the item in the text can readily be located. Publication dates are given where they are known. Journal articles are enclosed in quotation marks; books are not.

SECTION	AUTHOR	TITLE	YEAR OF PUBLICATION
8	Academic Therapy Publications	Academic Therapy	1965
4	Menyuk, Paula	Acquisition and Development of Lang.	1971
2	McNeill, David	Acquisition of Language	1972
5	Herjanic, Barbara M.	"Adult Outcomes of Disabled Readers"	1972
7	Bush, Wilma Jo	Aids to Psycholinguistic Teaching	1969
7	Oliphant, Genevieve	Alphabet Alchemy	1972
3	Conant, James Bryant	American High School Today	1959
7	Mathews, Mitford	American Words	1959
7	Ashton, Jean	Anatomy & Physiology for Children	1966
2	Ullman, Berthold Louis	Ancient Writing and its Influence	1969
7	Bowen, Carolyn C.	Angling for Words	1972
2	Hockett, Charles F.	"Animal Languages and Human Language"	1959
1	Weisenberg, T.	Aphasia — A Clinical and Psychol. Study	1964
1	Head, Henry	Aphasia & Kindred Disorders of Speech	1926
1	Osgood, Charles E.	Approaches to the Study of Aphasia	1963
10	Bjorquist, Lars-Magnus	Ar Nyborjarklasserna Allsidigt Sammansatta	1973
1	Geiger, Henry	"Archetypes of Search"	1970
4	Flesch, Rudolph	Art of Plain Talk	1946
5	Franklin, Alfred White	Assessment and Teaching of Dyslexic Children	1970
1	Kimura, Doreen	"Asymmetry of the Human Brain"	1973
5	Arthur, Grace	"Attempt to Sort Out Child. w. Special Read. Dis."	1927
1	Myklebust, Helmer R.	Auditory Disorders in Children	1964
4	Vernon, M.D.	Backwardness in Reading	1957
2	Brown, Eric	"Bases of Reading Acquisition"	1970
2	Gray, Giles W.	Bases of Speech	1946
7	Helson, Lida G.	Basic English Sentence Patterns	1971
1	Smith, Carlton G.	Basic Neuroanatomy	1961
1	Rogers, Carl R.	Becoming a Person — A Therapist's View	1961
1	Fuller, John L.	Behavior Genetics	1960
6	Koppitz, Elizabeth M.	Bender-Gestalt Test for Young Children	1964
6	Pascal, Gerald R.	Bender-Gestalt Test — Quant., Val., Adults	1951
3,9	Duff, Annis	Bequest of Wings	1944
10	Elstner, Walter	Bericht über Konferenz — Vienna	1969
4	Schoolfield, Lucille D.	Better Speech and Better Reading	1937
3	Ginott, Haim	Between Parent and Child	1965
9	Educational Records Bureau	Biblio. & Summ. of Res. in Read. Pub.	1960
9	Central Evaluation Clinic	Biblio. - Behavior, Lang. & Learn. Prob.	
9	Gilles, Cynthia	Biblio. for Parents of Ch. w. Learn. Disord.	1971
9,10	Louttit, Richard T.	Biblio. of Trans. Neural Sci. 1950-60	1965
2	Kolers, Paul A.	"Bilingualism and Information Processing"	1968
2	Lenneberg, Eric H.	Biological Foundations of Language	1967
1	Gorman, Warren	Body Image and the Image of the Brain	1969
1	Wapner, Seymour	Body Percept-New Exp. & Clinical App.	1965
3	White, Dorothy	Books Before Five	1956
9	Claremont Unified Sch. Dist.	Books for Children	1964

SECTION	AUTHOR	TITLE	YEAR OF PUBLICATION
9	Dallas Lang. Res.-Training Program	Books for Children	1966
1	Hope, Adrian	"Brain-A Five-Part Series"	1971
1	Lashley, Karl S.	Brain Mechanisms and Intelligence	1964
1	Darley, Frederic L.	Brain Mechanisms Underlying Sp. & Lang.	1967
4	Ralph, Jane B.	Bright Underachievers	1966
7	Arena, John I.	Build. Handwriting Skill in Dys. Child.	1970
8	The Orton Society	BULLETIN of the Orton Society	
5	Clarke, Louise	Can't Read, Can't Write, Can't Talk Too Gd.	1973
5	Gallagher, J. Roswell	"Can't Spell - Can't Read"	1948
5	Morgan, W.P.	"Case of Congenital Word Blindness"	1896
4	Harris, Albert J.	Casebook on Reading Disability	1970
1,5	Chalfant, James C.	Central Processing Dysfunctions in Children	1969
1	Zangwill, O.L.	Cerebral Dom. and Its Rel. to Psych. Func.	1960
1	Hunt, J. McV.	Challenge of Incompetence and Poverty	1969
5	Bryant, N. Dale	"Characteristics of Dyslexia & Their Rem."	1964
1	Humphrey, George	Chemistry of Thinking	1963
4	F. J. Adon, Aaron	Child Language - A Book of Readings	1970
4	Cazden, Courtney B.	Child Language and Education	1972
1	Kanner, Leo	Child Psychiatry	1972
4	Arena, John I.	Children With Learning Disabilities	1971
1	Stone, L. Joseph	Childhood and Adolescence	1957
1	Erikson, Erik H.	Childhood and Society	1964
3,9	Georgiou, Constantine	Children and Their Literature	1969
4,7	Stern, Catherine	Children Discover Reading	1965
4,6	Monroe, Marion	Children Who Cannot Read	1932
10	Vedder, R.	Children With Learn. & Behavioral Diff.	1964
5	Natchez, Gladys	Children With Reading Problems	1968
4	Advisory Comm. on Handicap Chn.	Children With Specific Reading Difficult.	1972
6	Harris, Dale B.	Children's Draw. as Measures of Maturity	1963
7	Childs, Sally B.	Childs Spelling System - The Rules	1973
2	Wang, William	"Chinese Language"	1973
2	Yergin, Daniel	"Chomskyan Revolution"	1972
9	Mangrum, Charles T.	Citation Bibl. on Dys. & Learn. Disab.	1968
5	Filbin, Robert L.	"Classroom Experiment in Remedial Reading"	1956
5	Kolson, Clifford	Clinical Aspects of Remedial Reading	1970
1	Denkla, Martha B.	"Clinical Syndromes in Learning Disabil."	1972
5	Weiss, Deso A.	Cluttering	1964
5	Gillingham, Anna	Collected Papers	1968
7	Witherspoon, Alexander M.	Common Errors in Eng. & How to Avoid Them	1943
5	Falck, Frank J.	"Communicative Disorders: A Multidis. Prob."	1961
4	Hardy, William G.	Communication and the Disadvantaged Ch.	1970
4	Bleismer, E.P.	"Compar. of Results of Var. Cap. Test Used"	1956
4,10	Downing, John	Comparative Reading - Cross-Nat. Studies	1972
1	Harvard Educ. Review	Compilation of Papers on Intelligence	1969
1	Whitehorn, John C.	"Concept of 'Meaning and Cause' in Psych."	1947
2	Eckstein, Gustav	"Concerning A Dog's Word Comprehension"	1949
7	Mayberry, George	Concise Dictionary of Abbreviations	1961
4	Kirk, Samuel A.	Conference Child. With Min. Brain Impair.	1963
3	Long, Nicholas J.	Conflict in the Classroom	1965
5	Schilder, Paul	"Congenital Alexia and its Relation to Optic..."	1944
7	Walker, Louise	Conquering Latin	1965
3	LeShan, Eda J.	Conspiracy Against Childhood	1968
1	Schilder, Paul	Contributions to Developmental Neuropsych.	1964
2	Hockett, Charles F.	Course in Modern Linguistics	1958

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1	Jt. Comm. Men. Hlth. Children	Crisis in Child. Mental Health	1970
3	Silberman, Charles E.	Crisis in the Classroom	1970
3	Menninger, Karl	Cultural History of Numbers	1969
3	Sarason, Seymour B.	Culture of the School and Prob. Change	1971
10	Dumont, J.J.	Curriculum School Readiness	1970
7	Coleman	Deep Sea Adventure Stories	1959
1	Whitsell, Leon J.	"Delacato's 'Neurological Org.'..."	1967
5	Cohn, Robert	"Delayed Acquisition of Reading & Writ. Ab."	1961
5	Rawson, Margaret B.	Develop. Lang. Disability Adult Accompl. Boys	1968
4	Myklebust, Helmer R.	Development & Disorders of Written Lang.	1973
1	Bakwin, H.	Developmental Disorders of Motility & Lang.	1968
5	Critchley, Macdonald	Developmental Dyslexia	1964
1	Flavell, John H.	Developmental Psych. of Jean Piaget	1963
4	Delacato, C.H.	Diagnosis & Treatment of Sp. & Read. Prob.	1963
4	Wilson, Robert M.	Diagnostic and Remedial Reading	1967
6	Triggs, Frances O.	Diagnostic Reading Tests	
1	Axline, Virginia M.	Dibs - In Search of Self	1965
7	Mawson, C.O.S.	Dictionary Companion	1932
7	American Book Company	Dictionary for Boys and Girls	
7	Nicholson, Margaret	Dictionary of American-English Usage	1957
2	Pei, Mario	Dictionary of Linguistics	1954
10	Kovarik, Othmar	Die Legasthenie Und Ihre Method. Behandl.	1972
4	Seymour, Dorothy Z.	"Difference Between Ling. & Phonics"	1969
4	Roucek, Joseph S.	Difficult Child	1964
4	Berry, Keith	Dimensions in Early Learning	1969
5	Money, John	Disabled Reader - Educ. of Dyslexia	1966
10	Jirasek, J.	Disturbances in Read. & Writ. - Dev. Dyslexic	1966
3	U.S. Office of Education	Do Teachers Make a Difference?	1970
1	Young, John Z.	Doubt and Certainty in Science	1960
5	White, Jeffrey	Dyslexia	1970
10	Verhagen, M.J.A.	Dyslexia and Dyscalculia	1968
5	Wagner, Rudolph F.	Dyslexia and Your Child	1971
5	Keeney, Arthur H.	Dyslexia-Diagnosis & Treatment	1968
5	Karnes, Lucia	Dyslexia in Special Education	1965
5	Goldberg, Herman K.	Dyslexia-Problems of Reading Disabilities	1972
5	Novak, Josephine	"Dyslexia: What Is It?"	1970
5	Critchley, Macdonald	Dyslexic Child	1970
10	de Quiros, J.B.	"Dysphasia and Dyslexia in School Chn."	1964
10	Bakker, D.J.	"Ear-Asymmetry Dichot. & Monaur. Stim."	1973
1	Stevenson, H.W.	Early Behavior-Comparative & Develop. App.	1967
4	Asbed, Ruth-Alice	"Early Case Findings of Children With Comm. Dis."	1970
1	Young, F.A.	Early Exp. & Visual Info. Process Percept.	1970
1	Gladwin, Thomas	East is a Big Bird	1970
5	Josephson, Matthew	Edison	1959
5	Frierson, Edward	Educating Children with Learning Disab.	1967
3	Leonard, George B.	Education and Ecstasy	1968
5	Childs, Sally B.	Ed. and Spec. Lang. Dis. - Gillingham Papers	1968
1	Premack, David	"Education of Sarah-A Chimpanzee Learns Lang."	1970
4	Personke, Carl R.	"Effect of Systematic Instruction Ability... Spell."	1967
7	Robinson, Francis P.	Effective Reading	1970
10	Berlin, Rudolph	Eine Besondere Art der Wortblindheit	1887
1	Mark, Henry J.	"Elem. Thinking and the Class. of Behavior"	1962
2	Martinet, Andre	Elements of General Linguistics	1960

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7	Strunk, William	Elements of Style	1959
5	Gallagher, J. Roswell	Emotional Problems of Adolescents	1958
1	Katz, Robert L.	Empathy-Its Nature and Uses	1963
2	Laird, Charlton	English as Language-Backgrounds, Develop.	1961
2	Tucker, Susie I.	English Examined-Two Centuries Comment	1961
7	Braun, Frank X.	English Grammar for Lang. Students	1947
2	Francis, W. Nelson	English Language	1963
2	Venezky, Richard L.	"English Orthography"	1967
8	U.S. Information Agency	English Teaching Forum	1964
7	Blumenthal, Joseph C.	English 3200-A Sci. Prog. in Gram. & Usage	1965
1	Hodgins, Eric	Episode: Rprt. on Accident Inside My Skull	1971
8	Int. Soc. Gen. Sem.	Etc. - A Review of Gen. Semantics	
6	Eisenson, Jon	Examining for Aphasia	1946
3	Gardner, John W.	Excellence-Can We Be Equal and Exc. Too?	1961
8	Council for Exceptional Children	Exceptional Children	
4	Barger, William C.	"Experimental Appr. to Aphas. & Non-Read."	1953
2	Lenneberg, Eric H.	"Explaining Language"	1969
4	Trillingham, C.C.	Explor. Study-Children w. Neur. Handicaps	1963
7	Fernside, W. Ward	Fallacy, the Counterfeit of Argument	1959
1	Powers, William T.	"Feedback - Beyond Behaviorism"	1973
7	Epstein, Sam	First Bk. of Wds.-Their Family Hist.	1954
3	Austin, Mary C.	First R - Harvard Report on Reading	1963
5	Gillingham, Anna	First Seven Years of the Gillingham...	1957
1	Bates, Marston	Forest and the Sea	1960
4	Monroe, Marion	Foundations for Reading	1964
4	Wilkinson, Andrew	Foundations of Language	1971
3	Rogers, Carl R.	Freedom to Learn	1969
2	Rosenzweig, Mark	"Frequency of Usage & Percep. Wds."	1950
6,7	Frostig, Marianne	Frostig Program for Devel. Visual Percept.	1964
2	Jakobson, Roman	Fundamentals of Language	1956
2	Smith, Frank	Genesis of Language	1966
1	Omenn, Gilbert S.	"Genetic Issues in the Syndrome of MBD"	1973
10	Zahálová, M.	"Genetical Investigations in Dyslexia"	1972
2	Schlauch, Margaret	Gift of Tongues	1945
6	Childs, Sally B.	Gillingham - Childs Phonics Prof. Scales	1973
7	Crowell, Thomas Lee, Jr.	Glossary of Phrases with Prepositions	1960
7	Forbes, Celeste	Graded & Classified Spell. List for Teach.	1968
6	Gray, William S.	Gray Oral Reading Tests (Revised)	1963
1	Sperry, R.W.	"Great Cerebral Commissure"	1964
7	Loftis, Anne	"Gresham's Law of Literature"	1963
2	Jespersen, Otto	Growth and Structure of the English Lang.	1955
2	Anglin, Jeremy M.	Growth of Word Meaning	1971
7	Orton, June L.	Guide to Teaching Phonics	1973
4	Ansara, Alice	Guide to Teaching Read. for Tchrs. Disadv.	1966
7	Pope, Lillie	Guidelines to Teaching Rem. Read To Disad.	1969
4	Ruchlis, Hy	Guidelines to the Educ. of Nonreaders	1973
1	Silverman, M.	"Half Your Brain Is a Spare"	1948
2	Travis, Lee Edward	Handbook of Speech Pathology	1957
1	Warren, J.M.	"Handedness in the Rhesus Monkey"	1953
4	Avery, M.L.	Help Your Child to Learn How to Learn	1962
4	Van Riper, Charles	Helping Children Talk Better	1951
5	Edgington, Ruth	Helping Children with Reading Disability	1968

SECTION	AUTHOR	TITLE	YEAR OF PUBLICATION
4	Andersen, Lauriel E.	"Helping Adolescent w. Hidden Hands"	1970
5	Miles, T.R.	Helping the Dyslexic Child	1970
5	Bannatyne, Alexander	Hemispheric Dominance, Handedness, Mirror...	1969
2	Hall, Edward T.	Hidden Dimension	1966
9	Sullivan	High Interest-Low Vocab. Read. Materials	1956
1	Schlesinger, Benno	Higher Cerebral Functions and Their Clin. ...	1961
7	Pollack, Cecelia	Hip Readers	1970
2	Serjeantson, Mary S.	History of Foreign Words in English	1961
2	Baugh, Albert C.	History of the English Language	1957
2	Lewis, M.M.	How Children Learn to Speak	1959
7	Behrmann, Polly	How Many Spoons Make a Family?	1971
7	Keyes, Kenneth S.	How to Develop Your Thinking Ability	1950
4	Harris, Albert J.	How to Increase Reading Ability	1970
7	Preston, Ralph C.	How to Study	1957
4	Doman, Glenn	How to Teach Your Baby to Read	1964
7	Trelase, Sam	How to Write Scientific and Tech. Papers	1958
1	Haber, Ralph Norman	"How We Remember What We See"	1970
2	Cherry, Colin	Human Communication	1968
1	NINDS	Human Communic. and Its Disorders	1969
1	Barbizet, Jacques	Human Memory and its Pathology	1970
1	Eisenberg, Leon	"Human Nature of Human Nature"	1972
5	Silberberg, Norman	"Hyperlexia-Other End of the Continuum"	1971
5	Rawson, Margaret B.	"I Can Think But What's Wrong is My Words"	1970
1	Erikson, Erik H.	Identity: Youth and Crisis	1968
6	Kirk, Samuel	Illinois Test of Psycholinguistic Abil.	1969
1	Schilder, Paul	Image and Appearance of the Human Body	1958
2	Black, Max	Importance of Language	1962
4	Gates, Arthur I.	Improvement of Reading	1949
4	Durrell, Donald	Improving Reading Instruction	1956
9	Edgington, Ruth	Indexed Biblio. on Manage. Chn. w. Learn. Dis.	1967
9	BULLETIN of the Orton Society	Index to Volumes I-XXI	1971
2	Lewis, M.M.	Infant Speech	1951
4	Durrell, Donald	"Influence of Read. Abil. on Intell. Meas."	1933
2	Gillooly, William B.	"Influence of Writing-System Char. on Read."	1972
9	Inform. Center for Speech	Information Sources in Hear. & Sp. ...	1973
7	Cox, Aylett R.	Initial Reading Deck & Instant Spell.	1971
4	Downing, John	Initial Teaching Alphabet	1967
1	Bronowski, J.	Insight	1964
1	Erikson, Erik H.	insight and Responsibility	1964
7	Fort Meyer Elem. School Staff	Instant PEP for Language	1969
1	Isaacs, Susan	Intellectual Growth in Young Children	1966
3	Dewey, John	Interest and Effort in Education	1913
1	Mountcastle, Vernon B.	Interhemispheric Re's. & Cerebral Dominance	1962
8	Assoc. Children with Learn. Disab.	Intern. App. to Learn. Disab. of Chn.	1969
2	Sturtevant, Edgar H.	Introduction to Linguistic Science	1947
2	Wise, Claude M.	Introduction to Phonetics	1958
5	Tjosen, T.D.	"Investig. of Reading Diff. in Young Chn."	1962
5	Gillingham, Anna	"Is Writing Essential for Proof of Knowl.?"	1958
3	Piaget, Jean	John Amos Comenius on Education	1968
3	Bach, Richard	Jonathan Livingston Seagull	1970
8	Lane, Patricia	Journal of Learning Disabilities	
8	Internat. Read. Assn.	Journal of Reading	
8	Mann, Lester	Journal of Special Education	

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8	American Speech & Hearing Assn.	Journal of Speech and Hearing Disorders	
1	Lorenz, Konrad Z.	King Solomon's Ring	1952
2	Sapir, Edward	Language-An Intr. to the Study of Speech	1921
2	Cohn, Robert	"Language and Behavior"	1961
2	Langacker, Ronald W.	Language and Its Structure	1968
1	Goldstein, Kurt	Language and Language Disturbances	1948
2	Brooks, Nelson	Language and Language Learning-Theory & Pr.	1960
2	Britton, James	Language and Learning	1972
2	Harvard Educational Review	Language and Learning	1964
4	Bangs, Tina	Lang. & Learning Disorders of Pre-Acad. Ch.	1968
4	Hodges, Richard E.	Language and Learning to Read	1972
2	Bram, Joseph	Language and Society	1955
1	Geschwind, Norman	"Language and the Brain"	1972
2	Church, Joseph	Language and the Discovery of Reality	1961
2	Piaget, Jean	Language and Thought of a Child	1952
7	Folsom, Franklin	Language Book	1963
4	Kavanagh, James F.	Language by Ear and by Eye	1972
4	Wood, Nancy E.	Language Develop. & Lang. Disorders	1960
2	Bloom, Lois	Language Development...Emerging Grammar	1970
4	Faigel, Harris C.	"Language Disability...Chn. of Milit. ..."	1965
4	Wood, Nancy E.	Language Disorders in Children	1959
5	Hardy, William G.	"Language Disorders in Young Children"	1965
5	Berry, Mildred Freburg	Language Disorders of Children	1969
2	Holijer, Harry	Language in Culture	1954
2	Weir, Ruth	Language in the Crib	1970
2	Hayakawa, S.I.	Language in Thought and Action	1964
4	Wyatt, Gertrude L.	Lang. Learn. & Commun. Disorders in Child.	1969
5	Rawson, Margaret B.	"Language Learning Diff. in Plain English"	1972
1	Bronowski, J.	"Language, Name and Concept"	1970
5	Bannatyne, Alexander	Lang. Reading and Learning Disabilities	1971
2	Henley, Paul	language, THOUGHT and Culture	1958
2	Whorf, Benjamin Lee	Language, Thought and Reality	1956
7	Rome, Paula D.	Language Tool Kit	1972
7	Bywaters, Dorothy M.	Language Training for Adolescents	1973
5	Tomkins, Calvin	"Last Skill Acquired"	1963
5	Harris, Albert J.	"Lateral Dominance, Directional Confusion"	1957
5	Gofman, Helen	"Learning and Lang. Disorders in Children"	
10	DeWit, J.	Learning Disabilities	1971
4	McCarthy, James J.	Learning Disabilities	1969
4	Tarnopol, Lester	Learning Disabilities...Ed. Med. Mgt.	1971
5	Thompson, Lloyd J.	"Learning Disabilities-An Overview"	1973
9	New England Special Education	Learning Disabilities Bibliography	1972
10	Dumont, J.J.	Learning Disabilities-Causes & Treatment	1971
5	Johnson, Doris J.	Learning Disabilities-Educ. Prin. & Pract.	1967
5	Helmuth, Jerome	Learning Disorders	
5	Myklebust, Helmer R.	Learning Disorders-Psychoneur. Dist. in Ch.	1964
4	Stodolsky, Susan S.	"Learning Patterns in the Disadvantaged"	1967
7	Hall, Eleanor T.	Learning the English Lang.-Skill Books I and II	1974
4	Educational Testing Service	Learning to Read-Conference Report	1962
5	Gibson, Eleanor J.	"Learning to Read"	1965
4	Chall, Jeanne	Learning to Read-The Great Debate	1967
2	Greene, Margaret C.L.	Learning to Talk-A Parents Guide 1st 5 Yrs.	1960
2	NINDS	Learning to Talk...Preschool Child	1969

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4	Bloomfield, Leonard	Let's Read-A Linguistic Approach	1961
3	Woodring, Paul	Let's Talk Sense About Our Schools	1953
2	Smith, Henry Lee, Jr.	Linguistic Science & Teaching of English	1956
2	Hill, Archibald A.	Linguistic Structures: Sound to Sentence	1958
4	Postman, Neil	Linguistics-A Revolution in Teaching	1966
9	Allen, Harold B.	Linguistics and English Linguistics	1966
4	Fries, Charles C.	Linguistics and Reading	1962
4	Lefevre, Carl A.	Linguistics and the Teaching of Reading	1964
2	Hall, Robert A., Jr.	Linguistics and Your Language	1960
4	Marckwardt, Albert H.	Linguistics in School Programs	1970
9	Darling, Richard L.	Lists of Books for Retarded Readers	1962
3	Dennison, George	Lives of Children	1969
7	Lunsford, William T., Jr.	Living Textbook	1974
10	Lennon, Peter	"Lost in a World of Words"	1971
3	Johnson, Eric W.	Love and Sex in Plain Language	1967
1	Wooldridge, Dean E.	Machinery of the Brain	1963
7	Childs, Sally B.	Magic Squares-Game Book	1967
3	VanTil, William	Making of a Modern Education	1961
1	Scrimshaw, Nevin S.	Malnutrition, Learning, and Behavior	1968
1	Sherrington, Charles S.	Man: On His Nature	1961
7	White, Anne Terry	Man the Thinker & Windows on the World	1967
6	Wechsler, David I.	Manual Accomp. Wechsler Intell. Scale (WISC)	1949
7	Monson, Robert	Martin Mooney Mysteries	1972
1	Gruenberger, F.J.	"Measure for Crackpots"	1964
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1	Vandenberg, Steven G.	Methods & Goals in Human Behavior Genet.	1965
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1	Barzun, Jacques	Modern Researcher	1957
4	Montessori, Maria	Montessori Method	1964
3	Fisher, Dorothy Canfield	Montessori Mother	1914
6	Morrison, J.C.	Morrison-McCall Spelling Scale Grades 2-8	1951
7	Anderson, C. Wilson, Jr.	Multi-Sensory-A Workbook of Res. Words	1973
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7	Maine, Harold G.	Multi-Sensory Phonics Workbook	1973
5	Hamilton, Ellen B.	My Child Can't Read	1972
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1	Schuell, Hildred	"Nature of Lang. Deficit in Aphasia"	1959
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1	Burr, Harold S.	Neural Basis of Behavior	1960
5	Drew, A.L.	"Neurological Appraisal of Familial Wd. Bl."	1956
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1	Kubie, Lawrence S.	Neurotic Distortion of the Creative Proc.	1961
2	Lenneberg, Eric H.	New Directions in the Study of Language	1964
4	Abraham, Willard	New Look at Reading	1956
2	Ruesca, Jurgen	Nonverbal Communication	1956
5	Clemmens, Raymond L.	"Obscure Causes of School Failure"	1965
5	Eisenberg, Leon	"Office Evaluation of Specific Reading Dis."	1959
1	Gazzaniga, Michael S.	"One Brain-Two Minds"	1972
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1	Hebb, Donald O.	Organization of Behavior	1949
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1	Phillips, John L., Jr.	Origins of Intellect-Piaget's Theory	1969
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7	Rogers, Frances	Painted Rock to Printed Page	1960
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5	Smith, Helen K.	Perception and Reading	1968
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2	Hanna, Paul R.	Phoneme-Grapheme Corr. as Cues to Spell.	1966
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7	Craig, Lillian	Phonetic Reader Series	1964
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2	Kantner, Claude E.	Phonetics	1960
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4	Daniels, J.C.	"Phonic Word Method"	1959
4	Durkin, Dolores	Phonics and the Teaching of Reading	1965
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7	Childs, Sally B.	Phonics Prof. Scales for Measurement of Ph. Sk.	1973
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7	Schoolfield, L.D.	Phonovisual Method	1944
1	Furth, Hans G.	Piaget for Teachers	1970
1	Wadsworth, Barry J.	Piaget's Theory of Cognitive Development	1971
9	Bratt, Dorothy	Picture Book List for Pre-Sch. Ch. w. Sp. Pr.	
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1,5	Thompson, Lloyd J.	Reading Disability-Develop. Dyslexia	1966
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4	Arthur, Grace	Tutoring as Therapy	1946
7	Pope, Lillie	Tutor's Sampler	1973
7	Ogg, Oscar	Twenty-six Letters	1948
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7	Wiese, Kurt	You Can Write Chinese	1945
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Readers with a historical or research interest may wish to know something of the amount and kind of work that was available at a particular time. Therefore, all but a few titles, for which information was not quite complete, have been arranged here in order of their publication dates. To the degree that the listing is representative of the complete bibliography of the subject (some thousands of titles), it may indicate the amount and kind of material which has been available over the years.

Space requirements necessitated the use of abbreviations in some titles.

SECTION	AUTHOR	TITLE	YEAR OF PUBLICATION
10	Berlin, Rudolph	Eine Besondere Art der Wortblindheit	1887
5	Morgan, W.P.	"Case of Congenital Word Blindness"	1896
3	Dewey, John	Interest and Effort in Education	1913
3	Fisher, Dorothy Canfield	Montessori Mother	1914
2	Sapir, Edward	Language-An Intro. to the Study of Speech	1921
6	Goodenough, Florence L.	Measurement of Intell. by Drawings	1926
1	Head, Henry	Aphasia & Kindred Disorders of Speech	1926
5	Arthur, Grace	"Attempt to Sort Out Child. ..."	1927
2	Greenough, J.B.	Words and Their Ways in English Speech	1927
7	Mawson, C.O.S.	Dictionary Companion	1932
4.6	Monroe, Marion	Children Who Cannot Read	1932
4	Durrell, Donald	"Influence of Read. Ability on Intell."	1933
2	Merriam-Webster	Unabridged Dictionary	1934
2	Ogden, C.K.	System of Basic English	1934
7	Webster's New Intern. Dict.	Picturesque Word Origins	1934
2	Zipf, G.K.	Psycho-biology of Language	1935
2	Holbrook, Richard T.	X-Ray Studies of Speech Articulations	1937
1	Orton, Samuel Torrey	Reading, Writing and Speech Problems	1937
4	Schoolfield, Lucille D.	Better Speech and Better Reading	1937
6	Terman, L.	Measurement of Intelligence	1937
6	Bender, Lauretta	Visual-Motor Gestalt Test & Its...Use	1938
1	Goldstein, Kurt	Organism	1939
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